



*Together we shine*

**TEMPLE** *Grafton*  
C of E Primary School

# Behaviour Policy



**Adopted: July 2021**

**Review: July 2022**

## **1. INTRODUCTION**

1.1 The purpose of this policy is: -

- To create an environment which encourages and reinforces good behaviour;
- To promote values which foster and encourage good behaviour;
- To establish clear guidelines and rules, based on common sense and safety, by which the school will operate;
- To encourage consistency of response to both positive and negative behaviour;
- To provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour;
- To ensure that the school's expectations and strategies are widely known and understood.

1.2 Children should begin to learn about good behaviour at home before compulsory school age. Building on this foundation and in partnership with parents we aim to create a happy, friendly, safe and caring environment where children grow to respect: -

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school
- the rules and ethos of the school
- everyone has the right to go home fulfilled

1.3 This policy sets out: -

- what we mean by good behaviour and inappropriate behaviour
- contact with parents
- the role of Year 5 and Year 6 pupils
- rewards for good behaviour
- appendices – conduct codes

1.4 It is a statutory requirement for schools to have such policies and to publish them on the school's website.

1.5 This policy will be reviewed annually by the Senior Leadership Team (SLT) and Governing Body.

## **2. SCHOOL ETHOS**

2.1 The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

2.2 As a school community we will create a sanctuary of kindness through connection and support.

### 2.3 As adults we will: -













- offer each other and the children a welcoming smile;
- be authentic, listen, engage and connect with every child;
- model our expectations (section 3 and 5);
- show appreciation of the efforts and contribution of all;
- be **consistent**.

#### By doing this we will:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- provide a caring and effective learning environment;
- model and encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability.

## 3. OUR VALUES

Our school encourages children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices. Our core Christian Values are:

|                   | Autumn   |   | Spring  |  | Summer  |   |
|-------------------|--|---|---|--|---|---|
| Year 1<br>2021/22 | Trust<br>   | Service<br>    | Thankfulness<br> | Forgiveness<br> | Compassion<br>   | Courage<br>    |
| Year 2<br>2022/23 | Respect<br> | Generosity<br> | Perseverance<br> | Justice<br>     | Truthfulness<br> | Friendship<br> |

## 4. THE CURRICULUM AND LEARNING

- 4.1 Our School's curriculum is built around children developing learning behaviours which enable them to be actively engaged and involved in their own learning. A creative and well-structured curriculum that ensures effective learning will contribute to good behaviour.
- 4.2 Lessons have clear learning intentions which the children can understand. They are differentiated to meet the needs of all abilities.
- 4.3 Marking (including verbal comments) should be used to provide positive feedback to children on their progress and next steps to achieve. This feedback should signal to children that their efforts are valued and that progress matters.
- 4.4 Teachers will be at the door ready to welcome children into each lesson with a smile and ensure that appropriate resources are prepared and ready.

- 4.5 Classrooms are set up to promote high quality learning (see learning environment non-negotiables) Children are seated appropriately and given maximum opportunity to achieve.

## **5. OUR MORAL CODE - The Golden Rules(Appendix 2)**

Our School Rules are based on The Golden Rules:

|                                |   |
|--------------------------------|---|
| <b>We are gentle</b>           | <b>Do not hurt anybody</b>                      |
| <b>We are kind and helpful</b> | <b>Do not hurt people's feelings</b>            |
| <b>We work hard</b>            | <b>Do not waste your or other people's time</b> |
| <b>We look after property</b>  | <b>Do not waste or damage things</b>            |
| <b>Do listen to people</b>     | <b>Do not interrupt</b>                         |
| <b>Do be honest</b>            | <b>Do not cover up the truth</b>                |

## **6. GOOD BEHAVIOUR**

6.1 It is our expectation that everyone: -

- Follows our school's Golden Rules
- Shows courtesy, consideration and respect for others
- Respects our Christian Values
- Is honest and truthful
- Works and plays together cooperatively
- Cares for one another
- Moves about the school in a quiet, orderly manner
- Has respect for school property and the property of others
- Uses common courtesy ('please', 'thank-you', 'sorry' etc)

6.2 It is the policy of our school that those who go above and beyond these expectations are consistently acknowledged and praised by teaching and support staff.

## **7. THE RESTORATIVE APPROACH**

- 7.1 A restorative approach is not based on punishment but offers an alternative way of addressing inappropriate behaviour. The table below compares the differences between the Authoritarian approach and the Restorative approach.

| <b>Authoritarian Approaches</b><br><i>The focus is on:</i> | <b>Restorative Approaches</b><br><i>The focus is on:</i> |
|--|--|
| Rule-breaking  | Harm done to individuals                                 |
| Blame or guilt   | Responsibility and problem-solving                       |
| Adversarial processes                                      | Dialogue and negotiation                                 |
| Punishment to deter  | Repair, apology and reparation                           |
| Impersonal processes                                       | Interpersonal processes                                  |
| <i>and, as a result;</i>                                   |  |
| The needs of those affected are often ignored              | The needs of those affected are addressed                |
| The unmet needs behind the behaviour are ignored           | The unmet needs behind the behaviour are addressed       |
| <i>Accountability = being punished</i>                     | <i>Accountability = putting things right</i>             |

## **8. RESTORATIVE APPROACHES TO SUPPORT INAPPROPRIATE BEHAVIOUR**

- 8.1 Throughout the school year, teachers regularly remind their classes of the Moral Code. For the majority of our children, this reminder from a member of staff will be all that is necessary during their time at the school.
- 8.2 RIP – Reprimand In Private. Reprimands by staff will be made in reference to the MORAL code and wherever possible in private (i.e. not in front of other children) in a way that does not humiliate the child
- 8.3 The school has a five step restorative approach to support behaviour:
1. Verbal reminder – a reminder of the moral code
  2. Verbal warning – a clear verbal caution delivered in private (RIP) and clearly stating the consequences if they continue.
  3. Second verbal warning – RIP. At this stage the child is required to stay behind at the end of the session.
  4. Time out – outside the classroom (or side of the playground during break) for the child to reflect and/or calm down.
  5. Repair – Conduct a meeting with the child to establish: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected?
- 8.4 Meeting with parents – this meeting will focus on the support that is available for the child. This meeting may include the Inclusion Leader who may support the class teacher in developing a behaviour plan.

## **9. OTHER SANCTIONS AND RECORD KEEPING**

- 9.1 Where work is incomplete due to inappropriate behaviours, the work may be sent home in an envelope for children to complete at home. Parents are asked to sign to show they are aware of this.
- 9.2 The Executive Headteacher, working with the Head of School, may consider more serious sanctions, e.g. banned from extra-curricular activities or PTA events
- 9.3 Exclusion from school during lunchtimes (recorded as half day fixed term

exclusion) particularly if a pattern of challenging behaviour takes place at this time.

- 9.4 Exclusion from school, for a fixed term or permanent exclusion.
- 9.5 Exclusion from school takes place only in exceptional circumstances and normally when all other options have been exhausted. (Please see the *Exclusion Policy* for more information regarding this).
- 9.6 A reflection sheet will be completed for medium and high incidents (see appendix 1), uploaded onto CPOMS (Child Protection Online Management System) and filed in the incident file (this folder is kept in the school office). These reflection sheets are then used to track times, frequency and the nature of the incident.
- 9.7 Where high incidents involve extreme violence and/or the use of restraint or classroom evacuation, this will be recorded in more detail either directly into CPOMS or by completing an incident form which is handed to the Head of School.
- 9.8 SLT will review medium and high incidents and report to Governors through the termly Headteacher's Report.

## **10. MANAGING CLASSROOM BEHAVIOUR**

- 10.1 Where needed, teachers/teaching assistants will follow the five steps listed in section 9 when addressing inappropriate behaviour.
- 10.2 Children will be praised on the effort that they demonstrate, not how well they attain.
- 10.3 The school promotes learning based initiatives such as 3B4ME, BLP and growth mindsets. Class teachers will focus on a 'learning behaviour' in a lesson or throughout the school day (e.g. collaboration, perseverance) children demonstrating this will be celebrated on the classroom display.
- 10.4 Teachers may select children demonstrating learning behaviours to see SLT to share their learning and receive a learning stamp.

## **11. THE THRIVE APPROACH**

- 11.1 The School recognises that one single approach to behaviour will not fit everyone and adjustments need to be made to allow all children to be successful, this includes the support provided to children with inappropriate behaviours.
- 11.2 THRIVE is a dynamic, developmental approach to working with pupils that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.
- 11.3 If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions (Discharge Behaviours) can be contained, channelled and communicated safely. The THRIVE approach can support children with these behaviours.

- 11.4 Where children are 'heightened' and demonstrate threatening, dangerous, aggressive or out of control behaviour, staff are trained to follow a four step approach to de-escalate the situation:
- Attune – catch and match the feeling
  - Validate – stop the behaviour, validate the feeling
  - Contain – make the unbearable survivable
  - Regulate – Meet the intensity then calm and soothe
- 11.5 **Safe Touch** - Safe touch is used to calm, soothe and regulate a child's emotions and is an important developmental experience. The brain does not develop neural pathways to initiate calming and self-soothing unless and until safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch, calming and support with regulation, this may be a priority to help their brains develop access to thinking, judging, evaluating and choosing mechanisms.
- 11.6 Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that staff should only use in the presence of another adult. Please see the *Physical Contact and Restraint Policy* for more detailed information.

## 12. LUNCHTIME

- 12.1 Midday supervisors will support the MORAL code through modelling positive play and supporting children to interact appropriately with each other.
- 12.2 When necessary, Midday Supervisors are to record any (low level, appendix 1) behaviour incidents in their note book and report the incident to the class teacher at the end of lunchtime after having explored the incident with the children involved.
- 12.3 Midday Supervisors will follow the five steps outlined in section 8.
- 12.4 Promoting positive behaviour at lunchtime is discussed during termly midday supervisor meetings involving a member of the SLT.
- 12.5 Inside the lunch hall, Midday Supervisors will re-enforce the Lunchtime Code (appendix 3):
- **L**ine up patiently and sensibly
  - **U**se quiet inside voices
  - **N**ew friends to be made
  - **C**onsideration and respect towards other
  - **H**ands up to ask to leave the table
  - **E**veryone's place to be left tidy
  - **S**tay seated whilst eating

## 13. MONITORING CHALLENGING BEHAVIOUR

- 13.1 The school monitors behaviour to identify patterns, areas of concerns and/or triggers of challenging behaviour in order to implement appropriate strategies of support.

- 13.2 The Senior Leadership Team will monitor children's behaviour. Serious incidents of challenging behaviour, such as violence or aggression towards children or staff, rude or abusive language or vandalism will be recorded as stated in section 9.

#### **14. CONTACT WITH PARENTS**

- 14.1 A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
- 14.2 Parents can expect to be kept informed of their child's behaviour at school and staff will contact parents to share positive messages as well as any concerns.
- 14.3 In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the child improve. For example, it may be necessary to devise an action plan in conjunction with the parents. In some cases behavioural problems may be linked to the social, emotional and mental health of a child and could lead to the involvement of external agencies to support both at school and in the home.
- 14.4 Parents who have concerns about behaviour in the school should make an appointment to speak with the class teacher in the first instance followed by the phase leader. Where concerns are not being addressed or the nature of the concern is more serious parents should ask to see an Assistant Headteacher or the Head of School.

#### **15. YEAR 6 PUPILS**

- 15.1 We recognise the very special contribution the Year 6 pupils can make to the organisation and daily routine of the school. Each September all Year 6 pupils take a more senior role at the school and are expected to assume additional responsibilities. They are expected to set good examples by helping and supporting younger pupils and demonstrating responsible behaviour.

#### **16. REWARDS FOR GOOD BEHAVIOUR**

- 16.1 A child can earn a Golden Brick for actions which demonstrate our Golden Rule. When golden bricks or coins are awarded, the adult will make clear the which Golden Rule has been observed.
- 16.2 When a child earns a golden brick or coin, it is put onto the Golden Wall in the classroom. At the end of each term all the bricks are entered into a raffle and one child in each class will win a book token.
- 16.3 Individual class teachers will devise their own systems for rewarding good work in a manner which is appropriate to the age and development of the children - e.g sticker charts, diddy-dots. Staff will ensure consistent and regular use of rewards and that all children have the opportunity to receive rewards.



## **17. PLATINUM AWARD**

- 17.1 Star of the Week awards are nominated by class teachers for learning and may also be given for good behaviour. These are awarded during the weekly Celebration Assembly on Friday afternoons and parents/carers are invited to share the celebration.

## **18. DRESS CODE**

- 18.1 It is our expectation that children are neatly and appropriately dressed for all school activities in accordance with the guidelines published in the school uniform policy.
- 18.2 The Head of School may, on occasion, direct pupils to wear school uniform or non-uniform for specific functions or events.

## **19. PLAYGROUND AND FIELD**

- 19.1 It is our expectation that children will play sensibly with due care for themselves and others.
- 19.2 On hard playground surfaces the following are permitted: -
- skipping games
  - soft ball games
  - netball/basketball type games
  - handball – designated area only
  - football – in designated area only
- 19.3 On hard playground surfaces the following are not permitted: -
- kicking of footballs outside the designated area
  - piggy-back rides
  - swinging on railings
- 19.4 Play on the field is permitted in dry weather at the discretion of adults on duty.
- 19.5 Children may not use the long jump and high jump area without supervision.
- 19.6 The 'Trim trail' / Outdoor gym area is only to be used during specified times and to be accompanied by staff.

## **20. MOVEMENT AROUND SCHOOL**

- 20.1 Everyone will '**walk tall**' everywhere. 'Walking tall' is walking with pride in a meaningful and respectful way.
- 20.2 Everyone must keep to the footpaths.

## **21. VALUABLES**

- 21.1 Children should not bring items of value to the school (money, games, toys, etc). Pupils who need to have mobile phones in school **MUST** hand them in to the school office on entry to the school (see Mobile Phone Policy).
- 21.2 Children who need to bring money to school are responsible for this and it should be a sensible amount.
- 21.3 Children are responsible for their own watches during P.E. and other sporting activities. Fitbits are permitted in school.
- 20.4 Pupils must not interfere with other children's belongings in the classrooms or cloakrooms.

## **22. FOOD**

- 22.1 Fresh fruit and raw vegetables are permitted as a morning snack.
- 22.2 Drinks (non-fizzy) may be brought as part of a packed lunch but not in cans or glass bottles.
- 22.3 Sweets and chewing gum are prohibited.

## **23. RESTRAINING PUPILS**

- 23.1 According to the DfE document *Behaviour and Discipline in Schools, Advice for headteachers and school staff*, staff should only restrain children in the following situations:-
  - If the child is at risk of harming themselves or others;
  - If the child is causing significant damage to property;
  - If the child is disrupting the good order of the school;
  - If the child is committing an offence.
- 23.2 If a member of staff or supervisor requires assistance, a red card should be sent to a team teach trained staff member. Where walkie-talkies are in use, this can be used to call upon assistance. Red cards are located on the fire safety plan in each classroom. Walkie talkies are used as appropriate.
- 23.3 Restraining does not automatically mean a child should be sent home or excluded – this decision will be made at the Executive Headteacher's discretion in consultation with the class teacher and Head of School.
- 23.4 Please see the *Physical Contact and Restraint Policy* for more detailed information.

## **Behaviour level grid**

|        | Behaviour  | Support offered – one or more of  | Recording   |
|--------|--|---|---|
| Low    | Interrupting or distracting others.<br>Ignoring instructions.<br>Pushing.<br>Not engaged with learning<br>Deliberately and consistently creating distraction / disruption<br>Damage through carelessness | 5 step approach<br>Incomplete work sent home in an envelope   | No formal recording required  |
| Medium | Persistent disruptive behaviour<br>Deliberate refusal to follow instructions<br>Deliberate damage.<br>Leaving class without permission<br>Verbal confrontation,<br>Swearing<br>Physical fighting         | 5 step approach<br>Incomplete work sent home in an envelope<br>Action plan with Parent, Pupil, Teacher<br>Discussion with SENDCO<br>Phone call to parents   | CT –records incident on CPOMS.<br>Reflective sheet completed and uploaded onto CPOMS<br>Inform parents.<br>Make sure HoS is aware.                |
| High   | Persistent Bullying<br>Racist abuse<br>Leaving school grounds<br>Theft<br>Vandalism<br>Extreme violence towards staff/adults/children<br>Acts of extreme danger<br>Very serious challenge to authority   | Talk to Head of School<br>Discussion with SENDCO<br>External support<br>Regular meetings with parents<br>Behaviour Action Plan (BAP)<br>Work sent home which must be completed if excluded<br>Positive feedback to parents, children & SLT on improvement | As 'medium'.<br>Letter home<br>Racist incident report<br>If exclusion, HoS will inform parents by phone<br>Letter home<br>BAP<br>Exclusion record |



