Choppington Primary School
– a happy place to be –

Choppington Primary School

Behaviour Policy

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Our Vision

Choppington Primary School is at the heart of a proud community with a strong sense of belonging where everyone's uniqueness matters.

Rationale

School communities are most effective when their members have high self-esteem and respect for each other. This encourages the development of self-discipline enabling children to become responsible members of society.

Statement of intent

At Choppington Primary School, we recognise that positive behaviour is key to academic achievement and inseparable from safeguarding, the emotional wellbeing of children & staff as well as all other aspects of learning within the school. Consequently, through our school's ethos, we promote the values of care, respect and responsibility in all that we do. Whilst these values are sometimes explicitly expressed, they are more often implicit in the ways in which we behave ourselves and in the ways we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour within the school.

We aim to create an environment, which expects and promotes positive behaviour as the basis for effective learning. Our approach is designed to focus on positive actions, that demonstrate the values of care, respect and responsibility, rather than what children should not do. All children have the opportunity to make positive choices towards their behaviour.

Everyone is responsible for the behaviour of all children, therefore, adults reinforce the agreed expectations of behaviour in a calm and dispassionate way. We recognise that all children are individuals with specific needs. Therefore, within this consistent approach there is a recognition that to address the needs of specific children, an element of flexibility may be applied to ensure that the policy does not unduly discriminate any children by unfairly increasing the risk of exclusion for them.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Rights and Responsiblities

At Choppington Primary School, we have rights as individuals and therefore we also have responsibilities. Our three key responsibilities as members of the school are to: be **ready**, be **respectful** and to be **safe**.

Why is it important to have rights and responsibilities?

Rights and responsibilities **help to make our school community better**. Rights are freedoms we have to ensure that we are safe, are able to learn in school and feel respected as an individual.

Responsibilities are duties or things that we should do, so that others' rights are protected.

In order to be good citizens, or members of a community, we must understand our rights and responsibilities

Right	Responsibility
I have the right to a safe environment	I have the responsibility to follow safety rules
I have the right to be listened to and to voice my opinion.	I have the responsibility to listen to and respect the opinions of others.
I have the right to use school books, materials and equipment.	I have the responsibility to take care of all school books, materials and equipment.
I have the right to be treated fairly.	I have the responsibility to treat others fairly.
I have the right to a good education.	I have the responsibility to do my best.
I have the right to be myself.	I have the responsibility to respect others' differences

Rights and Responsibilities are displayed in every classroom and displayed around the school. Staff model these behaviours, therefore being a positive role model for pupils.

Managing Behaviour

At Choppington Primary School, we use a therapeutic approach to manage behaviour. A therapeutic approach is defined as an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the school.

We classify behaviour into 3 types:

1. Pro-social
2. Anti-social difficult
3. Anti-social dangerous

Pro-social behaviour is defined as:

Behaviour that is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Anti-social difficult behaviour is defined as:

Behaviour that violates the rights of another person

Behaviour that is anti-social, but not dangerous.

Anti-social dangerous behaviour is defined as:

Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Behaviour that causes harm or injury to an individual, the community or to the environment.

The following are examples of the types of pro social behaviours that we see in school and how adults respond:

Behaviour	Typical Response
Walking in the hall	'Thank you for walking in the hall
Holding a door open for someone	'Thank you. Allow me to return the favour!'
Using please and thank you	'You're welcome!'
Walking a child to first aid	'Thank you for looking after your friend. It's good to know we're being looked after when we're unwell/poorly.'

Helping a child who is lost	'Well done for helping your friend. It's good to know where we are going!'
Helping a peer to understand work	'Thank you for helping your friend – it helps everyone when we help each other.'
Inviting another child to join in a game	'Well done for helping your friend. I'm sure they'll enjoy being involved.'
Using 'Good morning' and 'Good afternoon'.	'Good morning or good afternoon back'
Helping an adult to carry equipment through the school	'Thank you for helping – you've made my job much easier!'
Supporting a peer when they are upset	'Well done for helping your friend. I'm sure they'll feel better for it.'

Consistency of Approach

In implementing this Behaviour policy, Choppington Primary School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflectedin all conversations about behaviour
- Consistent follow up: ensuring 'certainty' at the classroom and Senior Leadership level.Teachers taking responsibility for behaviour interventions, seeking support only whereneeded
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences (protective or educational): defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations referencing promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and notjust taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour: in classrooms, and at the school reception

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." Paul Dix

Regularly, staff will remind children of the school rules
- Be ready
- Be respectful
- Be safe

In doing this, staff will encourage pupils to reflect on how we as a school community live welland work well together.

Roles and responsibilities

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- Be ready
- Be respectful
- Be safe

In doing this, staff will encourage pupils to reflect on how we as a school community live welland work well together.

All staff will:
1. Meet and greet children at key transition points
2. Refer to Ready, Respectful, Safe throughout all elements of the school day
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use a visible recognition board throughout every lesson to acknowledge positive learning behaviours through the promotion of the school rules. This will be refreshedeach morning/session with the focus behaviour introduced to the children
6. Be calm and 'give take up time' when going through the steps to success
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are not adhering to school rules (unless thereis a 'Predict and Prevent Plan' in place that states other strategies are used)
9. Develop positive relationships with parents, involving them in their child's positive and negative choices

10. Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

11. Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

Senior Leaders will:
1. Meet and greet learners at the beginning of the day
2. Be a visible presence across the school and especially at transition times
3. Celebrate staff, leaders and learners whose effort goes above and beyondexpectations
4. Regularly share good practice
5. Support staff in managing learners with more complex or entrenched negativebehaviours

6. Monitor school wide behaviour policy and teacher practice
7. Regularly review provision for learners who may need additional support

Pupils will:
1. Be ready
2. Be respectful
3. Be safe

Parents/Carers will:
1. Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education
2. Foster good relationships with the school and support the school in the implementation of this policy
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations

Getting the Basics Right

Visible Consistency makes everyone feel safe. These simple consistencies are key to the success of this policy and need to be adhered to by all staff.

Rewards for Pro- Social Behaviour

We recognise and reward learners who consistently meet our standards. However, there will be children who regularly exceed this and go 'above and beyond'. We wish to give recognition to pupils who go over and above too. 'Over and above' behaviours include consistently exhibiting our school rules in the everyday life of school, having a growth mindset and impacting the wider school community.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.' Paul Dix

Classroom level:

Before school	Children make their way to their classroom when the doors open or after breakfast club
Welcoming children	At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being visible in the hall and staff greeting the children as they arrive.
Playtimes / end of lunchtimes	Teachers need to meet their class on the playground at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go back into the classroom
Assembly	Children need to come into assembly in silence. It is the class teacher's responsibility to ensure this. Children should remain silent throughout the assembly as appropriate unless interacting / engaging
In the hall	Children are expected to walk quietly in the hall
In the playground	Children should not climb on furniture, walls or trees
At lunchtimes	Children should not climb on furniture, walls or trees. There are zoned areas for varied activities.
Dining hall	Children should enter quietly and remain quiet whilst queuing. Pupils should use quieter voices to talk to pupils in immediate vicinity once sat down
After School	No unsupervised games. Children who are not with parents and have been given permission to walk home should do so immediately

1. Praise for choices
2. Class recognition board for learning behaviours (Trackit lights)
3. Class teacher's Star of the Week certificates are awarded for showing the school's values or demonstrating pro-social behaviour.
4. For pupils who go over and above in one of the ways stated, additional rewards are in place such as:

5. Phone call home to parents / photocopy of child's work
6. Golden book

School level:

1. Weekly headteacher award for showing one or more of the school's values at an
exceptional level or for an outstanding achievement or act of courage.
2. Each year, House team Captain elections are held with representatives from each House team nominated and elected.
3. Shout out board recognises those who go over and above.

Anti-Social Behaviours

The following are examples of the Anti-social behaviours that we could see in school and howadults will respond:

Where anti-social behaviours occur, staff will promote the behaviour they need to see and then seek to discover an explanation and solution for the behaviour (See flowchart at the endof the policy).

Behaviour	Typical Response
Running in the corridor	'Walking in the corridor, thank you'
Climbing on top of cupboards/fences	Use of de-escalation script
Screaming and shouting	Use of de-escalation script
Swearing at children	'NAME, kind words, thank you' (followed by educational response around swearing)
Swearing at adults	Use of de-escalation script. Logical consequences.
Punching children	Use of de-escalation script, steering, guiding, escorting away. Use of logical consequences (see below)
Kicking children	As above
Punching adults	As above
Kicking adults	As above
Rough play	'NAME, safe play thank you (followed by logical consequences)'
Refusing to work	Remind child that any unfinished work will need to be completed and look to support the child in any way to ensure unmet needs

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	are catered for.
Refusing to listen to adults	Use of de-escalation script. Lack of eye contact may not be evidence of refusing to listen. Follow up when regulated

De-escalation Script

- Child's name
- Are you ok?
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and …

De-escalation body language

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height
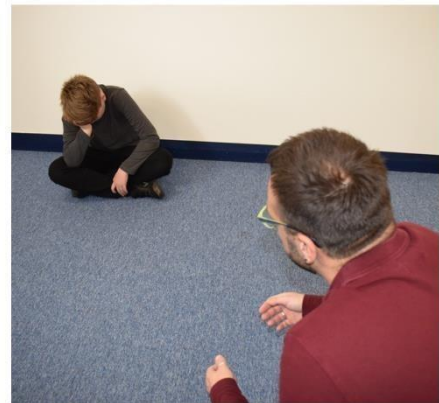
Staff will support pupils who are dis-regulated to regulate their emotions before attempting to speak tothem about anti-social behaviour.

The emotional regulation system in all of us is made up of three levels:

1. Physiological - being able to calm, soothe, slow down and make peaceful the bodily systems through breath, touch, voice, rocking, holding and a loving presence.

2. Relational/emotional - being able to signal distress and ask for help, knowing that others experience the same emotion and can understand what we feel, being able to have someone else's company and support when we are doing something hard.

3. Cognitive - being able to think through what might happen, being able to anticipate and plan or rehearse or remember the ways we've had success before; knowing the likely consequences to certain actions, being able to make sense of what is happening, being able to remind ourselves that we are

fundamentally OK.
Following the above, if there is a need for further action then this would take the form ofconsequences.

Consequences

A conclusion derived through logic
Something that logically or naturally follows from an action

Consequences are different to punishments as they seek to help the child understand ratherthan forcing them to comply. They have far greater long-term benefits to the child and everybody in the dynamic.

We separate consequences into two types:

Protective consequences: Removal of a freedom to manage harm e.g. Increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space, exclusion.

Educational consequences: The learning, rehearsing or teaching so the freedom can be returned e.g. completing tasks, rehearsing, assisting with repairs, educational opportunities,research, conversation and exploration.

For a consequence to be valid, there should be a clear reason for our response.

Classroom Consequences

If a pupil is not able to follow instructions or shows any signs of not adhering to responsibilities, the following process applies:

1) 1st verbal reminder & redirection to responsibility that needs to be followed
2) 2nd Verbal reminder & redirection to responsibility that is not being followed (checkthat pupil understands work and knows what to do)
3) Orange behaviour logged on trackit (If child rectifies this behaviour, their name will return to white)
4) 1st verbal reminder & redirection to responsibility that needs to be followed
5) 2nd Verbal reminder & redirection to responsibility that is not being followed (checkthat pupil understands work and knows what to do)
6) Yellow behaviour logged on trackit and moved in class (If child rectifies this behaviour, their name will return to white) **Restorative conversation with adult following script.**
7) If behaviour continues **AFTER** child has been moved in class, reflection

room logged and child takes work with them to reflection room for a period of 10 minutes. At the next opportunity, the a restorative conversation happens with class teacher about why they spent time in the reflection room and how they can ensure this does not happen again.

8) When child returns to class, they are greeted in a positive manner and welcomed back into the class

9) If behaviours continue, child is escorted to the reflection room with work for the remainder of that lesson and a red detention behaviour should be logged. Work missed **MUST** be completed during break or lunch time as part of a logical consequence. The child will then miss their break/lunch and this will be logged on Trackit lights.

A pupil may be asked to leave the classroom to reflect on/think through their behaviourimmediately if there is a serious breach of the behaviour policy.

All adults must be very aware of their language and tone when implementing this policy. The reflection room is used to support children to regulate and recognise their behavioural choices so language should be similar to:

I can see that you're still struggling to follow our class rules, I want you to take this work and spend some time in the reflection room to think about how you can make this right.

Language such as *'Get out!' 'I've had enough, go now!' 'I'm sick of this now!'* should never be used.

Trackit lights must be used to log behaviours as well as the content of conversations/actions taken. Time spent in reflection room must be logged and missed breaks should be shown on the detentions log.

Playtime Behaviour

It is important that high expectations of pro-social behaviour are maintained for mid-morning and lunchtime breaks. All staff and children are aware of 'playtime' arrangements – these vary from season to season and are communicated through assemblies after staff, school council and class council discussions.

Midday Assistants/Learning Support Assistants log playground incidents on trackit lights and consequences are applied with the agreement and knowledge of the Class teacher.

Time out may be spent off the playground where the child is encouraged to 'cool off' and
consider their responsibilities and expectations of playtime behaviour. (Stand by the wall)

Regular LSA meetings ensure the members of the non-teaching staff also get to put their viewsacross and influence change.

Restorative Discussion

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how relationships can be repaired.
- Summarise what we have learnt so we are able to respond differently next time?

Other Restorative Questions

- What would you like to happen next?
- How can we make things better for *Billy / you*?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to play safely etc?
- What do you think *Billy* might need?

Very Difficult/Challenging Behaviour

Pupils with emotional, social and mental health (SEMH) difficulties will often persistently present with anti-social difficult and/or anti-social dangerous behaviour to such an extent that, in serious cases, a Risk Assessment may be required that will be created by the SENDCo alongside the class teacher. We will support children in improving their behaviour by using appropriate strategies.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Confidentiality

Consequences that are given to pupils as a result of anti-social behaviour remain confidential to the school, the pupil and their family. Details of consequences will not be shared with parents of other children for this reason.

Meetings with Parents

The school's policy is to meet with parents of only one child at any one time; we will not holdmeetings between two or more sets of parents of different children. This is to preserve confidentiality and to be able to meet the needs of individual children.

Bullying

Please refer to Choppington Primary School's Anti-Bullying Policy for more information regardingbullying.

Pupils with Special Educational Needs

Other than in the most exceptional circumstances, SEN pupils should not be permanently excluded. If a pupil's behaviour is not improved by the consistent use of rewards andsanctions listed in the school Behaviour and Discipline policy, then it is possible they have a special need – social, emotional or mental health. All pupils, regardless of SEN, follow our behaviour policy. Support to promote positive behaviour for pupils with SEN may be put in place after consultation with the SENDCo and/or Headteacher, to allow them to succeed at the school.

If little or no progress is being made, then a Predict and Prevent Plan may be beneficial. Consultation with the SENDCo can then lead to advice on the use of more specific techniques. If deemed necessary, outside agencies will be invited to contribute.

External Suspensions and Exclusions

In most cases, an external suspensions and exclusion will be the last resort after a range of measures have been tried in order to improve a pupil's behaviour.

External suspensions and exclusion will only be considered where the educational entitlementor the well-being and safety of the pupil concerned, the staff and the rest of the pupils in theclass/school are jeopardised.

The formal reasons whereby the school may consider the external exclusion of a pupil wouldbe:

- In response to serious breaches of the Behaviour Policy (anti-social difficult or dangerous behaviour)

- If, by allowing the pupil to remain in school, the education or welfare of the pupil or others in the school would be harmed

Factors to consider before making a decision to suspend or exclude (see separate Exclusions Policy on the school website)

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, taking account of the
school's Behaviour policy and, where applicable, the appropriate equality legislation.
- Allow the pupil to give his or her version of events.
- Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment. This would not excuse the behaviour but may explain it.
- If necessary, consult others, but not anyone who may later have a role in reviewing
the Head teacher's decision, for example a member of the governing body.

The DFe have produced a list of reasons for exclusion which can be found at: https://northumberlandeducation.co.uk/wp-content/uploads/2023/02/dfe-reasons-for-exclusion-september-2022.pdf

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will consider the consequence for the pupil in accordance with this policy (including exclusion). Please refer to our safeguardingpolicy/statement of procedures for dealing with allegations.

ISSUES OFF-SITE AND OUTSIDE OF SCHOOL HOURS

Teachers' powers to apply consequences include the power to issue pupils with consequencesfor anti-social behaviour even when they are not at school or in the charge of a member of staff.

Choppington Primary School will apply consequences towards non-criminal anti-social behaviour and/or bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may issue consequences to pupils for:

- anti-social behaviour when the pupil is: taking part in any school-organised or school related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.
- or anti-social behaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or

could adversely affect the reputation of the school.

In all cases of anti-social behaviour, the teacher can only issue consequences to the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The Power to Search and Confiscate

Choppington Primary School will, if deemed necessary by a member of the Senior Leadership Team
or the Headteacher, search and confiscate, without consent, for "prohibited items", including:

- knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed to the police. Social Care, via the Family Operations Hub, may be contacted.

Reasonable Force

All members of paid staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and all paid staff may also use such force as is reasonable given the circumstances when conducting a search, without consent, for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Should any member of staff need to use such reasonable force then the 'Record of Restrictive Physical Intervention' form to be completed and added to CPOMS (see appendices).

Pupils with Disabilities

We have a legal duty under the appropriate disability legislation not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

Race Relations

We have a legal duty to take steps to ensure that we will not discriminate against pupils on racial grounds when making a decision about whether to exclude a pupil.

Anti-Bullying Policy

If bullying is proven beyond 'the headteacher's reasonable doubt', the matter will be discussed with the parents of the children involved. The school's behaviour and discipline policy will be applied.

"Looked After Children"

We should try every practicable means to maintain "looked after children" in school. They areparticularly vulnerable.

Procedures for Review and Appeal

There is no right of appeal to internal school consequences. If a parent is unhappy with a decision that has been made they can complain to the Headteacher or Governing Body so that their views can be recorded.

The Governing Body must review all permanent exclusions and suspensions that result in a pupil being excluded for more than 15 school days in any one term. They must decide whether or not to reinstate the pupil, if appropriate, or whether the Headteacher's decision to excludethe pupil was justified.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all

pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom

- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

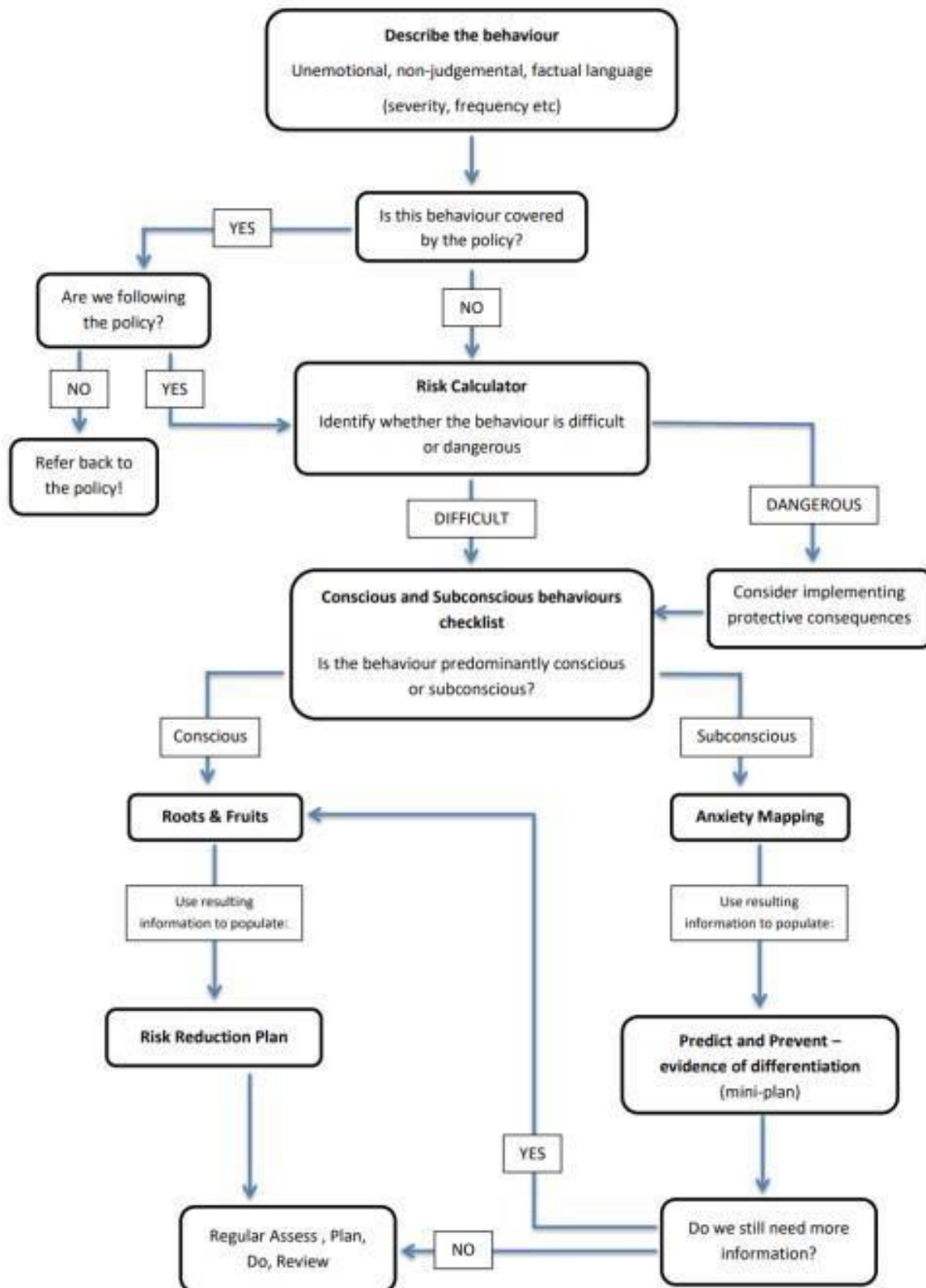## Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is October 2023.

Appendix

Describe the behaviour

Unemotional, non-judgemental, factual language

(severity, frequency etc)

Is this behaviour covered by the policy?

YES

NO

Are we following the policy?

NO

YES

Refer back to the policy!

Risk Calculator

Identify whether the behaviour is difficult or dangerous

DIFFICULT

DANGEROUS

Conscious and Subconscious behaviours checklist

Is the behaviour predominantly conscious or subconscious?

Consider implementing protective consequences

Conscious

Subconscious

Roots & Fruits

Anxiety Mapping

Use resulting information to populate:

Use resulting information to populate:

Risk Reduction Plan

Predict and Prevent – evidence of differentiation (mini-plan)

YES

Regular Assess , Plan, Do, Review

NO

Do we still need more information?

Hertfordshire Steps 2019

<u>Subconscious Behaviours – behaviours that choose us</u>

Behaviours that are evident without any thought or planning. Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement. Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety mapping.) Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc. Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc. Below is a checklist to explore whether the behaviour of an individual child is subconscious. Please use this checklist to analyse the behaviour and identify anxieties through Anxiety Mapping or overwhelming experiences and feelings or over reliant on unavailable support through Roots and Fruits.

<u>Conscious behaviour - Behaviours that we choose because they are successful or effective at meeting our needs.</u>

Behaviours that are the result of thought or planning Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour. Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations. Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms. Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences. The following checklist helps to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.

Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought **advice** on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we **lower** their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support** them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support** them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we **provide support/structure** so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we **support them** to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we **manage this stimulus?** (topic, adult, time, activity, peers, transition, noise etc Anxiety mapping)

Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?