

Behaviour Policy

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Park Street Church of England Primary School

Behaviour Policy

1. Introduction

Our behaviour principles are rooted in Christian values, such as love, compassion, forgiveness and reconciliation.

The fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.

Galatians 5:22-23

"School should be, for the less fortunate, what home is for the more fortunate. A place where there is work but also laughter, a place where there is law but also grace, a place where there is justice but where there is also love."

Sir Alec Clegg – 1974

It is the view of our school that we aspire to the principles laid out above. Our steadfast intent is, in line with our Christian ethos, to provide an environment in which every member of our community is treated with respect and trust.

2. Our Core Values:

The core values that we consider to be vital at our school are Honesty and Respect, Sharing and Kindness, Learning and Fun, and this Positive Behaviour policy clearly demonstrates these principles.

3. Our School Rules

Our three rules are simple and based on the school's core values, rooted in our Christian ethos

- We are **ready** for learning
- We are **respectful** of other people and property
- We are **safe**

4. Policy

We must:

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour; which are expected of pupils.

To provide structure for behaviour support which is clear and easily accessible, this policy aims to:

1. Develop strong attitudes of self-worth and respect for others.
2. Cater for pupils' and staff needs by being committed to consistency and kindness.
3. Work towards understanding reasons for the challenging behaviours through analysis of behaviour and support programmes being put into place.
4. Recognise pupils' learning difficulties will be a major factor to challenging behaviour. No blame is attached to pupils for having either a learning difficulty or challenging behaviour they find difficult to address as a result of these learning difficulties or need for pro-social experiences.
5. Ensure appropriate strategies are in place; using a Risk Reduction Plan for those pupils who habitually display challenging behaviours, in consultation with relevant members of the multidisciplinary team, school staff and parents.
6. Provide staff with updates and information on all pupils as appropriate, to ensure effective channels of communication for information.
7. Provide training with which to develop understanding of strategies for dealing with inappropriate and challenging behaviours.
8. Provide Senior management support to enable staff dealing with consistently stressful, challenging situations to share the load.
9. Provide effective backing from Management and Governors when problems occur to ensure that the correct procedures are followed.
10. Ensure confidentiality.
11. Recognise that in crisis situations the appropriate STEP strategies may need to be used, in line with our 'Safe Touch' policy.
12. Recognise that challenging behaviours can be passive as well as active.
13. Engender close liaison between home and school in devising successful strategies to meet the challenging behaviours being displayed by pupils.

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Procedures relating to the policy on behaviour support

All approaches to behaviour support should adopt a positive approach, by using the therapeutic principles of Steps (The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.)

- Positive experiences create positive feelings – praise and self-esteem building
- A focus on de-escalation and preventative strategies
- Management of risk or harm
- Reflect, repair and restore after a crisis

1. Our three rules

Ready

All pupils and staff are expected to be prompt when starting learning in lessons and at the end of playtimes and lunchtimes.

Respectful

Pupils and staff will be continually reminded that respect for each other is a two-way process and lack of respect will harm the operation of the school as an educational community.

Every effort will be made to give pupils both ownership and control of their own behaviour.

Whenever possible, pupils will be allowed to make choices about their learning in order to promote independence, self-direction and self-esteem. This includes attending their parents' meetings, annual reviews and EHCP meetings (when it is deemed appropriate), as well as opportunities to evaluate their achievements on a regular basis.

Pupils and staff are also expected to be respectful of property belonging to each other and to the school.

Safe

Pupils and staff are expected to behave in a safe manner in school. For staff, this means abiding by our 'Health and Safety', 'Safeguarding' and other policies. For pupils this means avoiding any behaviour that might endanger themselves or others.

2. Consequences

As stated above, pupils are expected to be ready, respectful and safe at all times. There are consequences for when this is not the case:

Step 1: Verbal Warning:

“we expect you to be ready, respectful and safe at all times. Your behaviour means that you are being disrespectful/unsafe/unready because you are..... Remember yesterday when you.....? That is the..... I need to see now.”

A verbal warning can be repeated up to 3 times.

Step 2: Last chance.

Repeat verbal warning with ‘if you continue....., there will be a consequence to this behaviour, which will be.....’

Step 3: Consequence

A consequence will be appropriate to the rule broken:

- **Ready:** the pupil will be required to complete learning in break time or at home.
- **Respectful:** the pupil will be required to write a letter of apology or draw a picture to say sorry to the person to whom they have been disrespectful. Parents may be informed and certainly will be if the disrespect involves racist, sexist, homophobic or discriminatory behaviour. This will also be reported to the Headteacher. If lack of respect has been shown towards school equipment, they will be asked to help with tidying any mess and repairing equipment as far as possible. Parents will be informed if serious damage has been caused.
- **Safe:** the consequence will always result in spending the next day’s ‘Green Time’ thinking about the seriousness of the breaking this rule, and how to put this right. This will usually involve a restorative conversation with the Headteacher or Assistant Headteacher. We cannot trust children to go to Jesus Green at lunchtime with the rest of the school if they have exhibited unsafe behaviour of any kind. Parents will be informed.

If children are unsafe or harm others without warning, they should still be given a consequence.

3. Communications

Any breaches of the respect rule involving racist, sexist, homophobic or discriminatory behaviour and any breaches of the safe rule that have resulted in a ‘consequence’ will be recorded in the behaviour log and brought to the attention of the Headteacher. When the same children are involved in repeated incidents, ABC forms will be completed and passed to the SENCO.

If a Class Teacher decides that a pupil would benefit from a ‘Risk Reduction Plan’, they will inform the Assistant Headteacher or Headteacher, and will jointly, with class teacher, fill in the plan and the risk assessment. A detailed analysis of the reasons for challenging behaviour will be undertaken before the plan is written. This will be shared and agreed with parents/carers, and the child concerned, in a face to face meeting, as soon as possible. This discussion will be minuted. Reviews of the plans should be held termly, or sooner, if the pupil is struggling with their behaviour.

4. Stress Management

Staff who have dealt with a stressful situation will be given time to recover from the personal pressure which can arise from such incidents. Senior staff should be informed to organise cover and staff support as appropriate.

5. Training

Opportunities to attend appropriate courses will be provided on a regular basis. Half a non-pupil day per year will be dedicated for 'Step-on' training and New staff will undertake Steps training as part of their induction as early as possible in their employment. 'Steps' staff meetings will be held at least termly – to train for specific step on techniques and to review these.

6. Recording

Recording of minor incidents is the responsibility of the adult dealing with the incident. Whenever a 'consequence' has been given, this should be recorded in the behaviour log on Arbor.

Whenever possible, a 'my turn, your turn' restorative conversation will be facilitated and recorded on a 'Restorative Conversation' sheet. This record will detail each child's voice. This conversation will happen after an incident when all parties are emotionally ready. Staff will feedback to the class team briefly, as soon as possible and file the forms in the Behaviour Log in the staff room.

More significant (where a child has been harmed or unsafe) or repetitive incidents need an ABC form (Antecedent, Behaviour, Consequence), which should be given to the Headteacher/class teacher, and filed in the Behaviour log. Ideally this will be completed with a child and they will take ownership of the consequence. Consequences will always aim to be either protective or educational. Protective consequences ensure that a child is safe and educational consequences help children to move forwards and make better choices. Records of Restrictive Physical Intervention must be recorded as quickly as possible (within 24 hours) in the Restrictive Physical Intervention Record. A member of the Senior Management Team must be notified as soon as possible. Significant incidents (if a child has been hurt, or has been seriously injured) should be recorded on Arbor, and the child's parents must be informed. The forms should be filed in the Behaviour Log in the staff room.

7. The use of physical intervention

Training in physical restraint and holding techniques will be provided through Steps on as part of the school's training programme. In school we use the methods taught in 'Step-on'. The essential elements of the law are held in DFEE Circular 10/98 entitled 'Section 550A of the Education Act 1996; The Use of Force to Control or Restrain Pupils' and Guidance on Restrictive Physical Interventions for People with Learning Disability and Autistic Spectrum Disorder, published by the Department of Health 2002.

8. The school's response to bullying

Staff will positively promote a no-bullying approach through –

- Being punctual for lessons and supervisory duties and being highly observant
- Promoting self-discipline and good behaviour e.g. using praise to reinforce any positive behaviour
- Praising co-operative and non-confrontational behaviour
- Responding to and following up all incidents consistently
- Offering the victim of any incidents immediate support and dealing with the bully by instigating appropriate behaviour support
- Ensuring that all repeated or serious incidents of bullying are reported to the Headteacher and the class teacher through the record of the Restorative Conversation
- Discussing bullying in PSHE sessions and assembly time, taking every opportunity to build the self-esteem of all pupils
- Promoting relationships and opportunities for pupils to share concerns with adults
- Following our anti-bullying policy
- Completing a 'record of bullying' in the Behaviour log on Arbor, and notifying the children's class teacher and the Headteacher
- Noting on Arbor, on the children's records that bullying has been reported. If this has a prejudice-related element, this will be reported on <https://www.pfe.education>

9. The school's response to harmful sexual behaviour

We work to prevent sexual harassment, online sexual abuse and sexual violence through our whole school approach. This begins with our rules and values: 'Respect' is consistently highlighted in all behaviour management situations as one of our three rules and one of our six values. Children learn to respect each other through Collective Worship, Religious Education as well as through our PSHE and RSE curricula, which include the addressing of issues of consent. In addition, we use the NSPCC 'Pants' materials (<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>) regularly in circle time and PSHE lessons. All staff, including the lunchtime supervisors, are aware that sexual harassment is likely to happen in and around the school and are vigilant for signs that this has occurred. When an incident is reported, it is addressed in a timely way, using a zero-tolerance approach, with an appropriate consequence that gives children the opportunity to make amends and be supported to move forward. Parents are also informed, and are asked to reinforce this firm approach with the children at home. We refer to the 'Safer Spaces Toolkit', the 'Child Sexual Behaviour Assessment Tool' and the 'Primary Harmful Sexual Behaviours Risk Assessment' (all developed by Cambridgeshire Safeguarding and the PSHE Service), and all relevant incidents are reported using the 'Prejudice Reporting in Education' system (<https://www.pfe.education>).

10. The School's response to prejudice-related incidents

The school have specific procedures in response to prejudice-related incidents. These are outlined in the school's *Responding to Prejudice-related Incidents Policy*, which is published on the school's website or from the school office.

11. Use of Break Out Areas

A Break Out Area is a place of safety that provides the facility for staff to support the need for pupils to calm from outbursts. These areas help to preserve the safety of other pupils and members of staff. Under no circumstances will a pupil be left alone in a Break Out area, without a member of staff being in the immediate vicinity. No pupil is to be forced into or kept in a Break Out area against their will.

12. Partnership with Parents/Carers

Parents/Carers will be brought into the system of behaviour support as soon as the challenging behaviours have been identified. This might be due to the serious nature of an incident or due to repeated breaches of the three rules. The insights of parents/carers will be used to complete the Steps 'Roots and Fruits'. The 'culture' of the home must be taken into account when consideration is given to any response of those behaviours. All paperwork will be shared with Parents/Carers and effective communication through the home/school book can be used to monitor the progress of any Steps Risk Reduction Plan.