



'Every Child, Every Chance, Every Day'

Reviewed By	Hannah Lubbock- Smith	Policy Owner	September 2020
Approved by	Cate Gregory	D of T&L	September 2020
Ratified by	Carl Brooks	Governor	June 2019
NEXT REVIEW			June 2021

December 2021 Update

Over the last 18 months Shirley Infant and Junior Schools have been working together to develop a new approach to behaviour. An updated policy based on this work will be introduced by the end of Spring 2022.

Our behaviour policy whilst providing guidelines for a consistent approach is written to be sufficiently flexible to take into account a variety of individual pupil and class needs.

Due to COVID 19, adjustments have been made to this policy to ensure safe practices are adhered to by all staff and pupils. Further detail is outlined in our school's risk assessment.

Our schools create memories. Our curriculum captivates challenges and is constantly adapting. We nurture every child to believe in themselves and give them opportunities to discover their endless potential. Each member of our community celebrates individuality and respects diversity. We prepare our learners with the skills to be creative future thinkers who will be responsible and ready to make a positive contribution to our ever changing world.

We aim to provide a safe, secure and caring environment in which every child is able to learn confidently and happily in order to fulfil their potential. We recognise that children learn best in a calm, orderly and nurturing atmosphere. As a school we are aiming towards achieving Rights Respecting status with UNICEF and we adopt the language and behaviours that encompass a Rights Respecting School.

Our Golden Rules: To be polite, kind and helpful

Our Behaviour Policy centres on this set of agreed Golden Rules made by SLT, teachers and the school's learning ambassadors. They have been shared with everyone and are displayed around the school so adults and children are aware of expectations. It is vital to the success of our policy that all children and adults understand the rules and that they are applied and followed through consistently.

AIMS

We aim to provide an environment in which children choose to behave appropriately in and out of class. Our policies focus on the active encouragement of developing self-discipline, respect for each other and everyone in the school community (UNICEF, Article 4, 42). The children are taught to understand how their actions impact others and to repair and rebuild relationships afterwards. They are also taught to have a respect for the value of resources and a collective responsibility for maintenance of the good order of the school. The same behaviour expectations are expected throughout the day, whether in class, during playtimes or within the community.

We aim for children to be proud of themselves and their school.

- All individuals will show care and respect for each other:
 - Adult to child
 - Adult to adult
 - Child to adult
 - Child to child
- All individuals have the right to be listened to and heard.
- All individuals will have a clear understanding of the shared expectations of their own and others' behaviour. *(This includes social distancing requirements).*
- All individuals will take responsibility for positively encouraging each other to behave in a way that fits the caring ethos of the school.
- All individuals will try to emphasise the positive and seek positive solutions to problems.
- All individuals will be consistent in supporting this ethos.
- This policy will apply to ALL individuals who are involved in the life of the school

OBJECTIVES

- To create a safe and caring environment
- To promote a sense of fairness and respect for the school rule and routines
- To encourage and develop empathy for others
- To acknowledge and reinforce appropriate behaviour
- To minimise disruptive and anti-social behaviour
- To criticise the behaviour and not the child
- To provide clear guidelines to reinforce behaviour expectations
- To encourage an understanding of the limits of resources and the need for collective responsibility for their care.

We believe children have a right to:-	Children will respect the right by:
Be listened to appropriately and be taught how to communicate with others effectively.	Talking and listening to each other and discussing any issues in a polite and respectful manner.
Work without disturbance and have help where needed.	Being independent and focussed, asking for help when needed in an appropriate way.
To learn in a safe, school environment.	Moving around school safely. <i>All staff and children will be required to move around the school following a one-way system along the corridor. Children will only socialise with the children who are in their bubble unless directed by a member of SLT for an unplanned risk, e.g. fire.</i>
Have their strengths and efforts recognised.	Sharing achievements and celebrating the achievements of others.
Learn to interact as part of a social group.	Trying to see others point of view.
Be given clear guidelines of behaviour expectations	Following the school rules, considering consequences of actions and take responsibility for their behaviour.
To have the opportunity to share any worries or concerns.	Approaching adults to discuss worries/concerns and talk about their own feelings. <i>Adults will continue to promote 'bubble time' whereby children can share any concerns or worries they may have with their class teachers. In the first week, staff will explain to children that they may wear PPE during this time.</i>
Have access to appropriate well cared for resources	Looking after classroom resources <i>Children will now have their own stationary and will not share this with their peers. They will be responsible for looking after this respectfully.</i>

We believe adults have a right to:-	Adults will respect the right by:
Expect appropriate behaviour.	Speaking kindly and making time to listen to all sides of the story. Being consistent whatever their role or time of day. Facilitating the problem rather than try to solve it.
Be listened to	Being approachable and having the time to listen and not prejudge.
Teach without disruption	Completing circle times to reinforce behaviour expectations and refer to the Class charter to ensure consistent practice across the school.
Have access to well cared for resources	To be organised when preparing resources and looking after school resources.
Be safe	To inform others of any safety matters/risk promptly. <i>Adults will strive to keep a safe distance from other adults in the school to inform others if they feel uncomfortable. They are required to follow procedures outlined in our school risk assessment.</i>

(UNICEF, Article 2, 3, 13, 14)

RIGHTS RESPECTING SCHOOL

The school adheres to the principles of the United Nations charter for the Rights of the child and promotes children's understanding of their rights and rights respecting actions.

We introduce puppets to the children to help reinforce the language 'right' and 'respect'. Pictures of these puppets will be displayed next to the class charter in each classroom.



Rights Rhino



Respect Rex

Children learn through PSHE lessons, circle times and assembly times that they all have rights and with these go responsibilities towards others. *Assemblies will be virtual and be held in classroom bubbles.* Through this teaching the children are responsible for making their own charters for classes and playground. This is linked to the management of behaviour in school so that children are involved in discussing the impact of their behaviour on others. This discussion will follow a restorative approach:

- ❖ **What happened?**
- ❖ **What were you thinking?**
- ❖ **How were/are you feeling?**
- ❖ **Who do you think has been affected?**
- ❖ **What needs to happen/do you need to do now?**

Shirley Infant School LEARNING VALUES:-
Independence, Cooperation, Curiosity, Perseverance

Good Practice in Encouraging Good Behaviour

- All adults act as role models for the children.

- All adults use a calm, consistent, firm and fair approach.
- All adult focus on positive praise to highlight good behaviour and to encourage those who are struggling to follow what good behaviour looks like.

Children need to be absolutely clear what is expected of them so the rules need to be made explicit and appropriate behaviours will need to be taught. Adults need to give instructions positively and firmly using simple language.

Teachers need to establish clear routines in their classrooms to set the children up for success as often as possible.

At the beginning of each academic year, each class teacher alongside their class will write a class charter linked with expected Right’s respecting through the school. These will be displayed clearly in all classrooms and referred to regularly through the academic year. *In addition to the class charter, each class will agree on actions to promote social distancing. These will be displayed on a rainbow next to the class charter. The children will be reminded that everybody has the right to feel safe and happy but how we respect these rights will look different in light of COVID.*

Praise

Verbal and non-verbal praise should be used frequently within the classroom and around the school by all staff who see pupils behaving well.

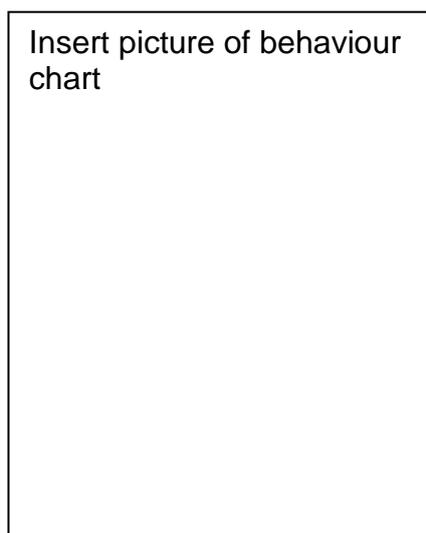
Verbal: Be specific so the children know what they have done well, linking with Golden Rules/Learning Puppets/Class Charters

Non Verbal: *When giving non- verbal praise, it is important the class maintain social distancing. During the first week, the class will generate a list together, e.g. thumbs up, rainbow clap, air high five etc).*

Class rewards- (Golden time)

All classes will work towards a ‘class reward’ by collecting marbles (or similar), these can be awarded when the WHOLE class is following the Golden Rules. The class will agree on a reward that they collectively work towards. Other class rewards may be agreed and used by individual classes/year teams to recognise and reinforce class rules/routines e.g. table points for tidying up. These are negotiable with the individual class and their teacher but, in principle, will support and promote the values and behaviours underpinning our Golden Rules and learning values. Any reward time given, will be worked towards achieving every Friday for a 20-minute session. The children and the class teacher will work together to choose the reward.

BEHAVIOUR CHART



In order to support positive behaviour strategies all school staff use the Behaviour Chart, and link it’s use to the Rights Respect agenda.

- The chart has five faces. Names are replaced in the centre at the end of every day thus ensuring a fresh start the next day.

- Children's names are moved along the chart **by the class teacher** to reinforce expected behaviour and for most children this positive reinforcement will be all that is required. If behaviour is unacceptable the child is warned that the behaviour is unacceptable and they are not making the right choice. If this continues the child's name is moved backwards along the chart and a sanction is put in place. If this continues again the name is moved again and a further sanction is put in place (see below). Names are replaced at the centre following a sanction ready for a fresh start to the next session.
- As long as the same numbers of steps are present, and it is visual within the classroom, individual year teams may link the design of the Visual Behaviour Chart (VBC) to current learning in the year group.

When positive behaviour or the learning values are demonstrated by the child, the class teacher or teaching assistant will move their name up to the **happy side**.

Moving up to the happy side is showing a behaviour more than the basic expectations for that year group or child. For example, at the beginning of a school year, to reinforce good behaviour, a child's name may be moved to the happy side for saying please and thank you for receiving a snack. Once routines have been established, this will become an expectation and although the teacher may verbally praise politeness, will not move the child's name to the happy side.

- Acknowledge the specific positive behaviour or attitude opposed to academic outcome e.g. 'Well done for persevering in this lesson even though you found it tricky' rather than 'Well done for writing a lovely story'.
- 'Well done for making a good choice to'
- Adult moves name up once
- All children on the 'happy side' of the chart at the end of the school day, will receive non- verbal praise from all their peers. This might be agreed at the beginning of the day by classes, e.g. the children may decide to rainbow clap all the children on the happy side.

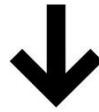
When a child continues to demonstrate positive behaviour, the class teacher or teaching assistant will move their name to the **very happy side**.

- Acknowledge the specific positive behaviour
- 'Well done for making a good choice to.....'
- Link to class charter and school ethos 'On our class charter it says....'
- Adult moves name up again
- When a child reaches the really happy side they are rewarded with a sticker. *This will be taken from their own basket of resources.*

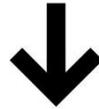
We aim to encourage good behaviour through praise. However, if a rule is broken the emphasis must be put on the child taking responsibility for their actions and the following will apply: (the following consequences must be appropriate to the age and understanding of the child).

- On the sad side by playtime or lunchtime - The child will miss two minutes of their play or lunchtime and they will walk with their class teacher or teaching assistant. They will need to communicate with the support of their grown-up on how to make better choices next time using restorative practice. (If a child has been on the sad side three times throughout the week, they will miss some of their golden time at the end of the week).
- On the very sad side by playtime or lunchtime - This could be a supervised missing of a whole play time or timed missing of an activity like golden time. The children should be expected to use this time to consider their behaviour and be asked (through restorative approach questioning) to identify how they could avoid a similar pattern of behaviour should a similar situation arise again. Parents should be notified at the end of the day and reminded it is a new day the following day.
- **If a child continues to escalate their behaviour the following step by step system should be put into place:**

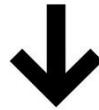
From behaviour chart the child's behaviour is escalating



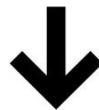
Child gets to very sad side for second time or has not made a safe choice



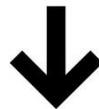
Child is asked to go to a calm- down space in the classroom. They will be told 'You are not making the right choice to learn. Please go to the calm down space'



A member of SLT will come into the class bubble *To designated seat in the classroom* to talk to the child from a 2- metre distance.



If behaviour continues, the child will leave the classroom with the member of SLT.



Child goes back to class for a fresh start if they are now ready to learn.

For very serious behaviour such as causing harm to others, (*under COVID rules this includes spitting*) SLT will be informed straight away opposed to following steps outlined above and they will direct the appropriate sanction. *If restraining is required to remove the child from the classroom safely, full PPE will be worn by a member of staff who are restraint trained.*

If a child is sent to SLT we log this behaviour on CPOMS and notify of parents. Patterns would then start to be identified and the appropriate support would be in place for the child.

OTHER STRATEGIES

From time to time in particular classes or year groups, additional positive behaviour management strategies will be employed to reinforce positive behaviour. This is at the teacher's discretion but may be through year group discussion or liaison with leadership staff.

- Other types of rewards like stickers and stamps may be used freely to reward good work or kind thoughtful actions. For exemplary behaviour or outstanding work the Head teacher will praise the child verbally at the door of their classroom or virtually with the learning puppet.
- Classes can be rewarded with a Head teacher's award. A collection of 5 can be rewarded with a special playtime.
- Marevllous me badges can be text home to share their child's positive achievements

Individual positive behaviour management programmes are to be employed where individual pupils need a behaviour management beyond the normal parameters. Parents will be informed and encouraged to work in partnership with the school. It is helpful to maintain a behaviour diary to help analyse behavioural patterns and identify any triggers. Individual children may also need a unique approach in order to avoid confrontational situations. They may also need a system of more immediate and frequent behaviour rewards, as appropriate to the child's needs. In some cases advice from an Educational Psychologist will be sought.

PLAYTIME AND LUNCHTIME BEHAVIOUR POLICY

There are high expectations of appropriate behaviour at morning, afternoon and lunchtime playtimes.

- There will be adequate adult supervision, so that any problems being experienced by the children will be immediately addressed. Staff will be given appropriate guidance on expectations for each year group.

The children will have a set area to play during lunchtime and will be supervised by the adults they have been taught by (A detailed plan of what this will look like is outlined in the infant school risk assessment). All children will be required to bring a pack lunch from home and this will be eaten in their classroom. They will be supervised with the same adults they have been taught by throughout the day.

- Adults will observe and engage with children at play and will deal with incidents in line with the school behaviour management system.
- Children will be encouraged to tell the nearest adult whenever they observe an accident or are being exposed to any undesirable behaviour from other children.
- Rough play, play fighting, fighting, or pulling of clothing will be immediately stopped and procedures will be followed

No rough play (or any play with contact) will be permitted. If this occurs, the children involved will be spoken to immediately and any concerns will be shared with parents and the SLT team. Teachers will regularly refer back to the class charter to reinforce social distancing measures.

- Children are actively discouraged from retaliation in any form since this has a tendency to escalate roughness. Parents are asked not to encourage their children to retaliate but to encourage the children to go immediately to the nearest adult who will be committed to listening and to dealing with the situation as listed above.
- Children continually not meeting behaviour expectations will be interviewed by the Head of School or SLT (Senior Leadership Team). They will be reminded of appropriate behaviour and their parents will be informed. These pupils may miss one or a series of playtimes to enable them to reflect on behaviour expectations.
- A programme of behaviour management or Emotional Literacy sessions may be put in place for these pupils in discussion with their parents.
- Exemplary playground behaviour will be rewarded with stickers or having their name moved on the behaviour chart.
- Adults on duty will liaise with the class teacher in cases of either unacceptable or exemplary behaviour.
- Provision of play equipment and playground games will help to ensure that there are plenty of suitable play activities, to provide children with alternatives to undesirable games.

If a child is verbally or physically aggressive at any point they should be passed straight to a senior leader on duty. *If a child is a physically or verbally abusive to another child or member of staff, SLT will be contacted immediately and parents of the child will be notified. An internal inclusion may be used as a last resort for pupils who ignore*

the new procedures or willingly break the protective measures, potentially placing others in a compromised position or a position of potential danger.

If the child is sent to a Senior Leader for these reasons CPOMs should be completed and the parent/carer should be informed by the senior leader or teacher.

If for any reason, a child finds lunchtimes consistently difficult, they may, with prior arrangement, spend their lunch and break times either with the class teacher or in the ELSA room.

This Behaviour Policy and Guidelines will be reviewed at least once a year and any changes will be agreed and communicated to all individuals in the school.

OUTING BEHAVIOUR

On school outings and in public places the children will be expected to behave in a calm and sensible manner.

- When walking along the road they will be expected to walk in twos in a tight group and be polite to any other people in the vicinity.
- They will be reasonably quiet in order that they may hear instructions quickly.
- They will be expected to respond to instructions and be aware of safety issues.
- On coaches they will be expected to be aware of the role of the coach driver and to keep to a noise level conducive with the safety of the journey.
- They will be expected to be polite to the driver and to any other member of the public.
- Any unacceptable behaviour or behaviour endangering themselves or others will be dealt with at the time by the nearest member of staff with warnings and closer observation.
- As always a positive approach will reward acceptable behaviour with praise.
- In certain cases where the pupils are on an individual behaviour management plan the teacher should prepare an individual risk assessment with additional plans and procedures which should be discussed, agreed and signed by the HT and Parent ahead of the outing.

Every effort will be made to enable inclusion in all the activities

Individual challenging behaviour

Our behaviour policy, whilst providing guidelines for a consistent approach, is written to be sufficiently flexible to take into account accommodation of a variety of individual pupil and class needs. Occasionally some children may regularly exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable.

However, it needs to be recognised that when a child behaves in an unacceptable way there is an underlying reason and we need to look for the causes or triggers. This will involve tracking behaviour patterns and identifying the behaviour that needs to be targeted. In consultation with Year leader or SLT you may consider to use an individual behaviour plan to target the challenging behaviours displayed. We recognise that extreme behaviours and significant changes could trigger safeguarding concerns.

It is important to recognise that pupils should not be sent out of the classroom unless they are seriously disturbing the learning of others and at this point they will be removed by a member of the SLT. *If a child needs to be removed from the classroom for displaying unsafe choices, a member of SLT will be called and will remove the child. Full PPE will be worn before any contact is made. The school head teacher's office will be moved to the school library and if help is required an adult from the 'bubble' can call for assistance. In addition, internal phone devices will be available for staff to use in case of an emergency.*

This is because we believe in promoting pupils' sense of belonging within the classroom.

It is imperative for the success of individual behaviour plans that everyone working with the pupil is made aware of the specific plan' including lunchtime staff these plans will be reviewed half termly and shared with all staff. Any staff member working closely for pupils who display challenging behaviour there will be a child and adult risk assessment written to ensure the safety of pupils and staff, these will verbally be reviewed weekly by a member of SLT and formally reviewed half termly and up dated on the risk assessment.

See Appendix B for the systems and progression for individual challenging behaviour.

SERIOUS BEHAVIOUR CONCERNS

If a child breaks a rule by behaving in any of the following ways, the child will receive an instant Consequence and will be referred to SLT and Year leader:

- Leaving the school premises without permission
- Showing extreme and threatening aggression
- Physically hurting another child or an adult
- Bringing in weapons or paraphernalia that may hurt others or intend to threaten others

Depending on the severity of the behaviour and the child's response, the senior leader in charge may decide on an immediate short-term exclusion or an internal exclusion on the following day. Length of short-term exclusions will depend on several factors at the Headteacher or Director of teaching and learning discretion. All exclusions must be agreed by the Headteacher and in line with our Exclusions Policy.

If exclusion is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's unacceptable behaviour and to ask them to arrange to meet a senior leader and the class teacher. If, after this meeting, the child continues to make poor behaviour choices, the child's parents/carers may be called in agreement with a senior leader to collect him/her and there may then be a short-term exclusion.

The adult who was with the pupil at the time of any misdemeanour must complete a CPOMs record as soon as possible following the incident. If the child has brought on to the school premises a weapon, drugs or other paraphernalia that may cause harm to others, the school will follow the guidelines in place.

Following a short-term exclusion, the provision and needs of the pupil will be assessed. The school will liaise with suitable outside agencies in order to ensure the environment and systems are in place so that the pupil has a successful return to school. A reintegration meeting with parents, child and senior leader will be held to discuss the planned provision for the pupil. There may also be a Behaviour Contract agreed.

Modifications that may be made to support the child are: independent work station, one to one support, counselling, ELSA sessions, changes to the environment within and beyond the classroom and/or a reduced timetable. The arrangements that are put into place will be reviewed on a weekly basis to ensure that the needs of the pupil are continuously being met.

In line with the school's Inclusion Policy and Exclusions Policy, permanent exclusion would only be considered after extensive use of behaviour support and in discussion with a range of agencies. It will be used if deemed necessary in consultation with the Local Governing Committee and Trust Board.

This Behaviour Policy should be supported through class circle time, PSHE, Emotional Literacy, assemblies, ELSA time/group work, pair or group work in lessons, celebrating good news/behaviour, compliments in fact, in every possible positive way which promotes good behaviour and reflects the caring, supportive ethos of our school.

Permanent and Fixed Term Exclusions

The school adheres to the current guidance on Social Inclusion. It is rarely necessary to exclude a pupil for unacceptable behaviour except in extreme circumstances. Where this is necessary the Head teacher and/or Director of teaching and Learning lead may exclude from school for one or more fixed periods. The Head teacher and/or Director of teaching and Learning lead may also exclude a pupil permanently.

If an exclusion becomes necessary the parent will be informed immediately. The reasons will be explained and advice given to parents regarding representations that can be made. The Headteacher will also inform the Chair of

Governors and the LA giving details of the exclusion. The Chair of Governors will review the decision if necessary.
(See Exclusions Policy).

Appendix B Systems and progression to be used for pupils displaying challenging behaviour

At each stage through the process, parents and carers need to be involved and informed of concerns regarding behaviour. At all stages of the process the class teacher is responsible for the outcomes of the pupil, ensure plans are reviewed regularly and curriculum provision is adapted to meet their needs.

Stage 1

For any pupil who:

- Needs some modifications to be supported in learning / behaviour e.g. behaviour chart / rewards / specific SEN intervention

Individual learning plan (ILP) or ELSA target form to be completed by class teacher to support the learning in consultation with the child, teacher, teaching assistant, Inclusion Manager and parent/carer.

- Child's needs have been identified and targets set to develop personal, social and emotional and behavioural needs.
- As inclusive classroom practice, this is the initial step a teacher needs to complete to support a child to access their learning.

Stage 2:

For any pupil who:

- Is consistently working outside the boundaries of classroom behaviour management strategies and the school behaviour policy.
- Has regular senior leader intervention and involvement due to displays of challenging behaviour.
- Is at risk of a fixed term exclusion.

The following forms and processes must be completed:

1. A team review meeting with senior leader and all staff who work with the pupil
2. Assessment and observation of need to be carried by Inclusions team, this is to include behaviour patterns and audit of weekly behaviours in order to guide and inform the risk assessment and writing of challenging behaviour plan.
3. **Challenging Behaviour Management Plan** with smaller steps/targets & more frequent/specific rewards, needs to be completed by class teacher in liaison with the Head teacher and shared with the child, the parent/carer and all the adults working with the child. This is to be formally reviewed and shared half termly.
4. When a child has made positive changes to their behaviour and it is deemed by the school to no longer have a Challenging Behaviour plan, the plan will be formally closed and signed by the Head Teacher and parents. If a child transfers to a new year group whilst a Challenging Behaviour Management Plan is in place, all current best practice identified for the individual child will continue and the new class teacher will take responsibility for its review.

Stage 3:

Any pupil who:

- Is not responding to the above processes
- Has been restrained for their own or others' safety

The following forms and processes need to be completed:

1. A team review meeting with senior leader and all staff who work with the pupil
2. Referrals to outside agencies to be agreed as appropriate
3. **Risk Assessment for adult and child, and Behaviour Ladder** to be completed by Head Teacher and shared with all staff. This is to be verbally reviewed weekly and formally reviewed half termly.
4. When a child has made positive changes to their behaviour and it is deemed by the school to no longer have a Risk Assessment or Challenging Behaviour plan, both the plan and risk assessments will be

formally closed and signed by the Head Teacher and parents or staff members. If a child transfers to a new year group whilst a Challenging Behaviour Management Plan is in place, all current best practice identified for the individual child will continue and the new class teacher will take responsibility for its review, new risk assessments will be completed for the child and staff in the new environment.

Stage 4:

Any pupil who:

- Has demonstrated extreme behaviours
- Has not responded positively to provision

The SLT may:

1. Review the timetable and current learning provision.
2. Provide an alternative work space within the school.
3. Review and adjust current interventions and adult support.
4. Reduce the current timetable.
5. Fixed term exclusion