



## Stockton-on-the-Forest Primary School Behaviour Policy

Signature of Headteacher: *L Atkinson*

Signature of Chair of Governors: *Olin McL*

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## Rationale

At Stockton on the Forest Primary School we enjoy a happy, social community and wish to maintain it with the help of all stakeholders. Children are encouraged to develop behaviour, attitudes and values that are equally appropriate to home, school and the society in which they live. Through encouraging, valuing, praising and rewarding desirable behaviour traits we aim to establish a warm, happy and welcoming school environment where children learn to develop responsibility for their own behaviour choices, co-operate with each other and develop into responsible and considerate individuals who contribute positively to the society in which they live.

## With this policy we aim to:

- Promote a positive climate and learning culture within our schools;
- Provide a safe school environment for all;
- Develop a shared understanding of socially acceptable behaviours;
- Define a framework for rewarding success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members;
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication.

## Our behaviour policy is underpinned by our school values:

- RESPECT
- ASPIRATION
- KINDNESS
- RESILIENCE

We will do this by having a positive approach to behaviour management that builds on pupil's self-esteem through strong relationships as stated in our values. **We expect all adults to:**

- Encourage in pupils, respect for others through the school values.
- Ensure that children are aware of the positive reward system.
- Have high expectations of children's attitudes to learning, play and transitions through school
- Enable all pupils to recognise positive behaviour and make positive behaviour choices
- Promote self-discipline among pupils through encouraging, rewarding and praising good and positive behaviour
- Explain differentiated approaches to behaviour where necessary
- *Be trained in positive handling techniques to be used in the de-escalation of confrontational scenarios*
- Communicate and work with parents regarding children's behaviour when necessary
- Collaborate with the Headteacher to maintain high standards of behaviour and where appropriate, the SENDCO in order to create 'My Support Plans' which enable each child to thrive.
- Through CPOMS, keep a record of all incidents of behaviour or serious misconduct and ensure that the Headteacher and parents/carers are informed of any such incidents within the same day.
- Work closely with parents/carers, school-based staff and outside agencies and ensure that advice is understood and implemented.
- Take time to reflect upon the sequence of events leading up to an incident in order to understand the needs of the child so that preventative measures can be taken to avoid the escalation in the future.
- Always maintain a calm and rational disposition and seek support from other adults where necessary.

## Parents

- Are expected to work in partnership with school on issues related to behaviour management and *in line with the Home-School Agreement.*
- Are expected to encourage their children to know what is acceptable behaviour
- Are expected to support their children in becoming socially responsible, polite and considerate members of the school community.
- Will be encouraged to receive support on behaviour management issues when required.
- Will be encouraged to work with outside agencies when required.

- Will be informed when their child has been involved in significant behaviour incidents or *situations that have resulted in the use of positive handling techniques*.

Behaviour is monitored in class through the use of a colour coded classroom behaviour chart.

## Positive Consequences

Adults in school strive to recognise and reward positive behaviour, seeking to catch 'children being good' at every opportunity. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. Teachers use praise and stickers to instantly reward appropriate behaviour in all classes and shared spaces. Pupils can also share their special achievement with the Headteacher in order to receive a special 'Head teachers' sticker. A wide range of further rewards are also used to promote positive behaviours for learning:

### GOLD – exceptional behaviour

For exceptionally good behaviour, a pupil may move up to gold and will receive a special note home if they remain there at the end of the day

### GREEN – expected behaviour – all children start on green at the start of the school day

- We demonstrate kindness, consideration for and tolerance of others
- We show respect for the property of others and of the school
- We show respect for added hygiene measures as we keep each other healthy
- We move around school calmly and safely, using 'tidy hands'
- We use 'classroom voices', concentrating well and listening to others
- We try to always demonstrate honesty
- We try to have a growth mind-set through trying our best and encouraging others

### WHITE THOUGHT BUBBLE – If inappropriate behaviour does not stop after a non-verbal or verbal warning, a pupil may be moved to the 'thought bubble'

- We will not be disrespectful towards adults, other children or the school premises
- We will listen and not talk when someone else is speaking
- We will not demonstrate rudeness or bad manners
- We will not run or shout in school
- We will not litter (including in the lunch hall)
- We will not cause damage to the property of others or of the school

### YELLOW - Continuing Inappropriate Behaviour If the behaviour continues, it may be necessary to move the pupil to 'Yellow'

- The pupil will have 5 minutes' time-out in the playtime following the session in which the warning was given (or immediately if this is during playtime/lunchtime)
- The 'time out area' is near the playground fence, supervised by the timetabled teacher
- Pupils will be able to work themselves off 'Yellow' during the day by showing expected behaviour

### RED - Unacceptable Behaviour – If appropriate, the pupil moves to red

- Behaviours leading straight to a 'Red' consequence are those which:
- Interfere with the pupil's own and/or other pupils' learning
- Disrupt the day to day functioning of the school
- Jeopardise the safety of staff and pupils
- Have a duration, frequency or intensity beyond the level normally tolerated
- Are prejudicial in terms of another's race, gender, sexuality, disability or appearance

- Include name-calling, physical violence, disrespect towards an individual and bullying
- Parents will be telephoned to inform them of the incident/behaviour
- A record of this call will be uploaded to CPOMS
- The child will attend 'Red Club' with the HT (during Friday golden time or at another appropriate time) to reflect on his/her behaviour
- After 3 'Reds' in the current term, parents will meet with the class teacher and team leader.
- After 4 or more 'Reds' in the current term, parents will meet with the headteacher

### Dojo Points

Do-Jo Points are awarded for high quality learning and behaviour in school or at home. Do-Jo Points are accumulated and earn pupils golden time in class or additional break time.

**Golden Time or Additional Break Time** – 20 minutes maximum of 'Golden Time' may be awarded to pupils in school each week. Each class participates in a fun, curriculum-based session which may include baking, DT and crafts, construction, Music, PE, Art or ICT. Skill based and talking them through that skill. Golden time is earned by linking class behaviour to the traffic light system. Individual class teachers will work with their respective classes to tailor the awards system to their needs.

### Undesirable consequences

From time to time, pupils may display inappropriate behaviours and these will be consistently challenged by all staff, with the main aim of de-escalating any situation, ensuring all children are safe and all children's learning may continue. All adults use good classroom-management techniques and non-verbal signals to subtly indicate their disapproval e.g. eye contact, a shake of the head, a disapproving look, allowing the child to correct their behaviour. Following this, adults clearly state which behaviour they expect to stop and present a calm, clear statement of expectations using the language of choice. If verbal and non-verbal reminders are not sufficient to stop negative behaviour from deteriorating further, the school behaviour traffic light display will be used. Pupils are comfortable with a behaviour system which they see as fair, transparent and consistent.

### Playtimes and Lunchtimes

All staff will follow the Behaviour Policy in the playground and continue to observe and reward positive behaviours through praise. Staff will also act as a positive role model by pro-actively playing with children, encouraging games and collaborative play.

In order to maintain the safety and wellbeing of all pupils, ALL incidences of serious misconduct in the playground are treated with a 'zero tolerance' policy, **with children either asked to walk with a supervising adult for a period of time** or withdrawn from the playground. Minutes lost during play/lunchtimes are paid back in subsequent play/lunchtimes. The class teacher must be informed in order for them to gauge whether communication with the parent/carer is necessary and all incidents must be logged.

Children who are persistently unsafe on the playground should be discussed with the Headteacher to outline a personalised provision and prevent reoccurrence. If, however, persistent unsafe behaviours continue, children may be withdrawn from the playground for an agreed period and gradually reintegrated when they show readiness. Pupils whose behaviour at lunchtime is persistently disruptive may be excluded from the school premises for the duration of the lunchtime period.

### Communication with Parents/Carers

Staff will verbally inform parents of their child's behaviour. **In every instance where a child has reached red, parents will be informed within the school day or as soon as possible, thereafter.** If the decision has been taken to issue an exclusion, the school will - by the end of the afternoon session on the day that the exclusion is issued - inform parents of the reasons for the exclusion and that they are legally required to ensure that their child is not in a public space during school hours and that parents could be given a fixed penalty notice if they fail to comply. This will be communicated in a letter to be given to the responsible adult collecting the pupil at the point of exclusion, or as soon as possible thereafter in exceptional circumstances. (*See associated Exclusions Policy*).

**‘Record of Telephone Call/Meeting with Parent/Carer’ Form (Appendix 1)** To record an explanation of the incident and a record of the telephone conversation or meeting with a parent/carers:

Copies must be saved on CPOMS.

**Bullying Incident Log (Appendix 2)** To record bullying incidents:

- Bullying is defined as “behaviour that is repeated ‘several times on purpose’ and is intended to hurt someone, either physically or emotionally”. It can include physical assault, teasing, making threats, name-calling and cyberbullying
- The bullying log is stored in the behaviour folder

**Racial Incidents Report Form (Appendix 3)** To report incidents of a racial nature:

- Completed forms will be sent to the local authority for recording and monitoring
- Copies of completed forms will be retained in the behaviour folder.

**A positive behaviour approach emphasises that the vast majority of interactions are positive ones. At all times, staff should focus on positive reinforcement and building self-esteem whilst maintaining a conducive learning environment. In the event of persistent disruptive behaviors occurring, staff will discuss with parents/carers and Senior Leaders in school to seek advice and take a pro-active approach to reducing incidents as quickly as possible, before habits become established.**

**Persistent Disruptive Behavior/Supporting Pupils with Additional Needs**

In the event of persistent disruptive behaviour, or where school interventions have not yet led to sustained improvement in behaviours for specific reasons, the SENCO - and where appropriate the Headteacher - may meet with parents to discuss the following pathways to success in school.

**The Weekly Record**

A weekly record may be used to discuss persistent disruptive behaviour (see Appendix 2). This will be put in place to provide you with session-by-session feedback on your child’s conduct whilst at school. Parents will be asked to support the school through their engagement with their child’s Weekly Record, actively discussing their expectations for their child’s behaviour with their child and agreeing a mechanism for recognising their school conduct at home.

**Chronology**

Parents will be asked to support the school in gathering information about their child and any involvement with Health and other professionals throughout their childhood. If not already in place, parents may be advised to seek the support of NHS professionals through their GP.

**My Support Plan**

Parents are required to support the school by attending a meeting to agree a ‘My Support Plan.’ This will include the co-production of a personal profile, a positive intervention plan and strategies for effectively managing challenging behaviour, together.

**Risk Assessment**

In the event of behaviours which leave the child’s personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed.

**Early Help Assessment**

It is recommended that a referral for an Early Help Assessment (EHA) be made as soon as parents and/or school have any concerns about a child’s behaviour. The SENDCO may be assigned to the family, and a successful EHA may involve a range of professionals at the invitation of parents and/or school. It is important at this stage for parents to be fully supported through open dialogue, clearly defined strategies to be used consistently between home and school and possibly access to further short courses which develop the expertise which might be valuable.

### **Assessments, External Advice and Referrals**

A range of assessment tools will be used to determine significant areas of SEN need, the outcomes of which may inform our next steps. Parents may be asked to give their consent for these assessments, the outcomes of which will be shared with parents as soon as possible. These assessments aim to identify factors underpinning persistent disruptive behaviours and may lead to planned intervention in school and further advice for home.

The school may seek the advice of a wide range of external professionals, including Educational Psychologists, Occupational Therapists, SALT (Speech and Language Therapy), Autism team, counselling services and other agencies as necessary. The key purpose of this advice is to assist parents/carers and school staff in developing effective strategies and deepening their understanding of the child's needs. At this point also, the team - with the support of parents/carers - may wish to pursue a CAMHS referral or similar.

### **Fair Access**

If a parent / carer does not engage with the school in seeking to assist Senior Leaders in managing their child's challenging behaviour, or if the School feels that all strategies have been exhausted without success, the next stage in the process would be presenting the case for consideration at Yorks Fair Access Panel. We endeavor to ensure all children access the right level of support to be a success. We value working in close partnership with parents/carers and encourage parents to maintain a close working relationship with school. This may include accessing extended services to ensure that, together, every step is taken to provide for our children. Early intervention is key to success – so please do make us aware of any concerns that you have as soon as they arise.

### **Reasonable Adjustments**

A reasonable adjustment never means that we lower our expectations. It means that some children need additional support to ensure that they meet the high expectation that we have of all of our children.

We may, in line with the requirements of the Equality Act 2010, make reasonable adjustments for children with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate.

In order to ensure that the duties under the Act are met, we will:

- Consider the SEND Code of Practice and the SEND policy;
- Monitor the behaviour logs and, in particular, exclusions for SEND children with an EHCP, an EHCP pending or other disability;
- Call an emergency/annual review where the SENDCO has identified that the child may have difficulties meeting the academy's expectations.
- The decision as to whether to make any adjustment will be made only at an emergency/annual review meeting and convening such a meeting does not automatically mean that an adjustment will be made.
- The Headteacher will attend this review.
- The final decision to make adjustments and whether they are considered reasonable rests with the Headteacher who will take advice at the emergency/annual review meeting.
- Where there is no existing EHCP, we will take the advice from York Council in relation to specialist placements, outreach work, alternative provision or potentially EHCP application.

### **Use of Reasonable Force**

All members of staff have a legal power to use reasonable force. This power applies to any member of school staff. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an organised visit, where necessary and appropriate.

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies', and the associated policy.

### **Allegations Against School Staff**

Allegations against school staff and volunteers will be referred to the Headteacher to manage in accordance with the associated policy. Allegations of this nature will always be taken seriously, and a full investigation will take place as soon as possible after an allegation has been made.

In the event that a child is found to have made a malicious accusation against school staff, parents will be asked to attend a meeting with the Headteacher to discuss the matter with their child. An appropriate consequence will be implemented to dissuade the perpetrator from repeating this serious behaviour. The Headteacher can temporarily or permanently exclude pupils who make false allegations. In extreme circumstances, they can involve the police if there are grounds for believing a criminal offence has been committed.

## **Exclusions**

Exclusions are a last resort and maybe the most appropriate course of action in the event that a child:

- Endangers him/herself or others
  - Brings a dangerous substance or item to school
  - Persistently refuses to follow adults' instructions
  - Persistently displays challenging behaviour, such as bullying, hurting others, using offensive language or disrupting lessons or school life
- Statutory guidance on exclusion of pupils from Local Authority maintained schools, academies and PRUs can be found on the DfE website;<https://www.gov.uk/government/publications/school-exclusion>

## **Screening, Searching and Confiscation**

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, we also ban the following items and as a result are able to search children for them:

- Any item brought into school with the intention of the item being sold or passed on to other child which will cause disruption to the School or be detrimental to School practice.
- School staff can confiscate any item found as a result of a search which they consider harmful or detrimental to school discipline. Staff will hand the confiscated item to the Headteacher as soon as possible and parents will be contacted and asked to collect the item, were appropriate.

## **Non-Criminal Behaviour Outside School**

Where non-criminal unacceptable behaviour and/or bullying has occurred off the school premises but has been witnessed or reported to a staff member, the matter will be referred to the Headteacher who will contact parents to discuss a suitable course of action. Where the matter has involved other school pupils or staff members, the Head may undertake an investigation to establish the facts and, where necessary e.g. to safeguard a pupil or staff member from further repercussions, may impose a suitable sanction for the child.

## **DfE GUIDANCE**

The Stockton-on-the-Forest behaviour policy draws on reference throughout to the following DfE documents:

1. Exclusion from maintained schools, Academies and pupil referral units in England 2017;
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
4. Use of Reasonable Force;
5. Behaviour and Discipline in Schools;
6. Ensuring Good Behaviour in Schools;
7. DfE Dealing with allegations of abuse against teachers and other staff.
8. Sexual violence and sexual harassment between children in schools and colleges
9. Keeping Children Safe in Education

All documents should be read in conjunction with this policy. We reserve the right to apply the above DfE guidance and any future changes to statutory regulations in full.

## **ASSOCIATED POLICIES**

This policy should be read in conjunction with the following policies:

- *The use of reasonable force*
- *Anti-bullying*
- *Child Protection and Safeguarding*
- *Exclusions*

## Useful Information relating to the Language of Behaviour

### The Language of Choice – 3 steps to success

#### Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

#### Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

#### Step 3 – Statement of Choice

They still do not do as you have requested you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences or the child will learn that you do not follow threats through).

“Ricky, if you choose to climb over the fence then you’ll have to walk with me for 5 minutes. It’s your choice.”

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

### 5 Principles of effective behaviour management:

**Communicate expectations & standards positively.**

**Minimise unnecessary confrontation & embarrassment.**

**Model respectful & dignified behaviour.**

**Shared rights & responsibilities expressed as rules.**

**Offer choices to show confidence in students.**

## Further Information on The Weekly Record

If a pupil is demonstrating persistent disruptive behaviours, class teachers should consider use of The Weekly Record to monitor behaviours and, crucially, identify triggers more readily. This should not be viewed as a 'last resort' or a negative step. The Weekly Record:

- ✓ Can be used for a short period of intensive monitoring, or may support a pupil on a longer term basis.
- ✓ Offers the opportunity to give a child a high level of positive feedback on a session-by-session and week-by-week basis.
- ✓ Strengthens communication between parents and school, and with senior leadership within school.
- ✓ Allows the pupil to focus on three specific targets for improvement in their behaviours – strengthening their ability to discuss their behaviour using more precise vocabulary than they might otherwise.
- ✓ Develops pupils' self-awareness, so that they might respond to warnings more readily.
- ✓ Can be linked to specific nurture provision to develop their understanding of and ability to manage specific behaviours.

The decision to place a child on a weekly record should be discussed with the Headteacher so that they maintain an awareness of persistent behaviours within the phase.

- 1) A meeting with the child and their parent(s) should determine the first targets, with scope to modify the record to include home–school recording if negative behaviours are consistent between the two. The child should work on the same targets until they can be considered consistently met, at which point new targets should be agreed in a review meeting with parents.
- 2) Achievement against targets agreed should be discussed **at the end of each session** and points awarded. This provides a good opportunity for a positive discussion frequently throughout the day and is an essential component – it should not be the case that the record is completed at the end of a morning or full day, nor that the record is only referred to where there have been warnings given or **an incident has occurred**.
- 3) The targets set should be specific and seek to redress some aspects of the child's recurrent behaviours. Feedback, session by session, should be specific to progress against **these targets** and should avoid general sanctioning e.g. if warnings have been given for other matters within the session.
- 4) At the end of each day, the total points earned across the day should be totaled and bonus points awarded, where appropriate.
- 5) At the end of the week, the total number of points achieved should be recorded and the pupil should have the opportunity to discuss their weekly record with their identified adult and to claim their reward, if appropriate.
- 6) Incidents which occur within the period of monitoring using the weekly record should also be recorded on CPOMS in order to maintain an accurate view of whole school behaviour patterns.
- 7) Weekly records should be passed to the Headteacher for analysis, each week.
- 8) If a child's behaviour re-sets following a period of weekly monitoring, the class teacher and Headteacher may agree to remove the child from the weekly record and manage behaviour within the policy.
- 9) If a child's behaviour does not demonstrate rapid improvement once the weekly record has been implemented, the class teacher and Headteacher should consult with the SENDCO for a period of observation and advice.
- 10) Where appropriate, the writing of a 'My Support Plan', a Positive Handling Plan and a Pupil Risk Assessment may be necessary. Again, the SENDCO will support with this process but it is the responsibility of the class teacher to seek the support.

The Weekly Record is an important phase in developing the support an individual may need to thrive in your classroom and should be viewed as a positive step forward in that journey... Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low level behaviours is never the best course of action for any child's long-term chance of success.

