

Box CE Primary School Draft Behaviour Policy

'It's like a mustard seed that man took and planted in his garden. It grew and became a tree and the birds in the sky nested in its branches.' Luke 13:19

The school garden is a very special and unique part of our school and is enjoyed for its beauty as well as a place to play and learn. On their journey through the school the children are taught gardening jobs and are responsible for areas of the garden. There are many opportunities for them to plant seeds, nurture plants and watch them flourish. The children are helped to explore how 'Plant, Nurture, Flourish, Serve' is a metaphor that can be applied to many aspects of their life, including their behaviour.

Our Christian values (compassion, forgiveness, sharing, trust and respect, responsibility, truthfulness, perseverance, wisdom, creativity, friendship, peace and courage) are the foundation of our behaviour and anti-bullying policy, they are explored during collective worship and are embedded into the life of the school. These values are shared by people of other faiths as well as people of no faith and are modelled by all staff to promote positive relationships.

This policy will provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention
- Foster the belief that no one is 'bad', just 'bad choices'

Based on the work of Paul Dix and his book, 'When the Adults Change, Everything Changes' we have three behaviour principles:

- Be Ready,
- Be Respectful
- Be Safe

The three simple rules: 'Be Ready, Be Respectful and Be Safe' can be applied to a variety of situations and are taught and modelled explicitly. We recognise that clear structure of predictable outcomes have the best impact on behaviour. We believe children learn best within clear boundaries, where they feel safe and when they feel valued as members of the community. We are committed to creating a caring environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aims

- Provide a safe, comfortable and caring environment with clear boundaries

- Encourage positive learning behaviours
- Provide clear guidelines for children, staff and parents of expected levels of behaviour
- Provide a consistent and calm approach
- All adults to take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches

Expectations

All staff must:

- Take time to welcome children at the door of their classrooms at the start of the day
- Refer to 'Be ready, be respectful, be safe'
- Model positive behaviours and build relationships.
- Never ignore children who are failing to meet expectations.
- Remember that bullying of any kind (verbal, physical, discriminatory, cyber or sexual) is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.

Guidelines

- All staff have high expectations of behaviour at all times.
- Children are rewarded individually with merits, which accumulate over the term.
- If children make poor choices, there are clear consequences and a set process to follow.
- Behaviour is tracked on the behaviour tracking sheets. Reflections are logged succinctly on Arbor
- Adults on duty at break and lunch report any inappropriate behaviour to the class teacher who will make the decision about what action should be taken. Tracking sheets to monitor behaviour will be used by MDSAs.

School wide consistencies

- Quiet corridors
- Teachers outside and ready to collect classes as the bell goes at the end of break time
- Quiet straight lines at the end of break - ready to learn
- Walk in school

Children makes wrong choice:

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. All behaviour management is linked back to the school rules and desired behaviour. The rule that children aren't following is made explicit e.g. you weren't being respectful.

	Steps	Action
1	Reminder	A reminder of the three rules (ready, respectful, safe). Repeat desired behaviour or instruction e.g. Empty hands'
2	Caution	A clear verbal caution clearly outlining the child's behaviour, the expected behaviour and consequences if they continue - ' You still have you're pen in your hand, the instruction is empty hands'
3	Last chance	Give the child a final opportunity to engage by offering a positive choice and a reminder of previous good behaviour. Two minutes at the next break time is owed at this step.
4	Time out	Time out either in a space in the classroom, on the side of the rec. playground or hall - wherever the class are at that point. The child completes a reflection sheet or has a reflection conversation, puts right what has happened and catches up on any missed work. Parents will be informed by class teacher and the incident recorded on Arbor
5	Repair	Reflection sheet/book will be completed at a lunch time with a teacher. Reflections will take 15 minutes.

If low-level disruption continues, the class teacher will refer to the headteacher or deputy headteacher.

Repair and reflection

Actions following a restorative conversation and the completion of a reflection sheet

- Reflection sheets should be kept on a folder in the classroom - all sheets need to be dated

Complex Behaviours

Some children exhibit particular behaviours based on early childhood experiences, special educational needs and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they can control extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

Some children may require a differentiated approach to support their behaviour. Where this is the case a tailored plan will be put in place, in discussion with the SENCo, and followed by all adults who work with the child. This will refer to a range of individualised proactive strategies which include analysing behaviours, stages of crisis and trigger points and then making changes to the environment, altering routines and providing additional supports to reduce the risk of problems arising. Strategies will also

be included in the plan to help defuse and de-escalate. Help scripts are developed with staff and used to support children during times of crisis. Staff are guided by their knowledge and previous experience of the individual concerned.

Where there are risks in place around a particular individual and the behaviours demonstrated, a risk assessment will be put in place, giving details of planned and agreed preventative strategies. Following an incident, where challenging behaviour is evident, restoration time is used post incident to rebuild and repair relationships as well as aid understanding through reflection. Children have the opportunity, in a safe space, to share their perspective allowing staff to help the individual learn from the incident. Parents will be informed by the class teacher.

On rare occasions, an incident may be severe enough to result in a fixed term suspension. At times it may be necessary to remove a child from a situation in order to ensure their own safety and that of others. All actions are taken with the best interests of the child as the paramount consideration. Members of staff with the appropriate training undertake this procedure. All incidents of positive handling are recorded in the Bound and Numbered Book and parents are informed.

Monitoring Behaviour records

Behaviour records are monitored regularly by senior leaders. If a pattern is noticed, such as an increase in warnings, a member of the SLT will have a chat with the child to discuss why this might be and if further support is needed to help them make good behaviour choices.

Reflection Sheet

Name:

Date:

What happened?

Who has been affected?

What were you thinking/feeling?

What needs to happen to put things right?

What will you do next time?

How do you feel now?