

Behaviour Policy

Rownhams St John's CE Primary School

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Everything we do at Rownhams St John's, we do because we believe in giving every child the life chances they deserve. We believe that by working together we can give every child the chance to thrive in a rapidly changing world that is full of challenge and opportunity. The way that we do this is by developing the whole child. Our approach to managing behaviour in school is central to this aim. At all times we remember:

“All behaviours is a form of communication”

Our Principles of Behaviour Management

We believe all good behaviour management is underpinned by:

- **Relationships** *positive, meaningful relationships between adults and children;*
- **Positive Recognition** *an overwhelmingly positive approach, where adults prioritise the recognition and celebration of good behaviour and achievement;*
- **Calm** *adults maintaining a calm and considered approach at all times, using language that models and reinforces our **School Values**. For example, “At Rownhams, we show ‘love’ by...”;*
- **Restorative** *developing empathy and understanding of actions and choices through restorative practice;*
- **Adaptable and Personalised** *remembering that ‘managing behaviour is an art and not a science’ and therefore reflecting on our plans and adapting our approach to enable **all of our children** to succeed.*

Values in action at Rownhams

At Rownhams, all of our behaviours and actions are guided by core Christian Values: Love, Joy and Responsibility. When you walk around our school, you will see our School Values in action in many ways but specifically through the following:

- **Meet and Greet** All teachers demonstrating love and kindness by meeting and greeting children at the door every morning with a smile and a warm welcome.
- **Praise** All members of the school community modelling joy by publicly praising children for positive behaviour in a range of ways (and saving reprimands and consequences for private conversations).
- **Sensible walking and polite manners** Children demonstrating responsibility by behaving appropriately in communal and shared areas, for example, using quiet indoor voices, walking at all times and displaying exceptional manners to each other.

Positive Reinforcement

We highly value and strive to develop children who are intrinsically motivated. We employ a range of strategies that encourage this and celebrate achievement and effort. We use the following rewards for children who show our School Values and for general good behaviour (not an exhaustive list):

- Specific verbal and written praise (that relates to School Values where possible)

- Whole class reward - a collective whole class reward that the class works together to achieve. This can be tailored to the class and the teacher's style (for example, collecting marbles in a jar). The agreed frequency of these rewards are as follows:
 - For KS1: once or twice every two weeks for 20 to 30 minutes (between 3 and 6 for every half term);
 - In KS2: once every three to four weeks (or once or twice per half term for 30-60 minutes)
- Use of Class Dojos, where age-appropriate, but must be applied consistently across each phase / year group.
- Phone call home to celebrate achievements
- Star Award Postcard to recognise something special (can be sent by anyone but shared with SLT before sending)
- Displays to celebrate learning and achievement in every classroom
- Hot Chocolate Friday (with the Headteacher) for children who consistently demonstrate the School Values
- Weekly certificates to celebrate good learning and demonstration of the School Values
- School Value badges for exemplary behaviour (one badge for each value that can be given out at the end of each half term nominated by the teacher and issued by the head)
- Class Charters are created with children and the class teacher together and reflect how the School Values will be applied in their classroom.

Examples of positive behaviour in action

The following table outlines positive examples of what our School Values can look like in action and where children can be rewarded:

	Examples of positive behaviour
Love	<ul style="list-style-type: none"> ● Showing kindness by helping others ● Being a good listener ● Using kind words and complimenting others ● Holding the doors open for others ● Looking after the world ● Show love to oneself and looking after your mind and body
Joy	<ul style="list-style-type: none"> ● Smiling and greeting others ● Persevering when things get tough ● Demonstrating a positive attitude to learning ● Giving joy and happiness to others ● Striving to be the best you can be (for example, improving your handwriting or your reading) ● Being a reflective learner ● Being able to admit mistakes and be willing to go and correct them ● Ask, 'what if?' questions
Responsibility	<ul style="list-style-type: none"> ● Being ready to learn by having all of your equipment ready ● Demonstrating responsibility for your own learning by working hard ● Looking after the school resources and grounds ● Turning up to school on time everyday ● Taking on additional roles within the school and doing them well ● Walking around the school and staying safe ● Having the courage to take risks ● Caring for our community. ● Standing up for what is right, for example, climate change.

Consequences

We use positive praise and rewards wherever possible but when this is not successful, we follow the steps outlined below:

1. Distraction and de-escalation
2. 1st reminder
3. 2nd reminder
4. Reflection time
5. Consequence
6. Phase Leader intervention
7. Head or Deputy Headteacher intervention

The above steps have been detailed below:

<p>STEP 1</p> <p>Distraction and de-escalation</p> <p>Remember: <i>‘Attend to the whispers before they become shouts’</i></p>	<p>During lessons it's important to ensure distractions are minimised to maximise learning opportunities. We have adopted The Clifford Centre’s ‘Super Strategies’ for Behaviour Management to reduce low level disruption and prevent escalation (more details can be found in an additional leaflet available on request)</p> <p>The Super Strategies:</p> <ul style="list-style-type: none"> ● Nice and Nice (Win-win choices) ● Nice and Nasty (Either... Or...) ● Take up Time (Give instructions then walk away) ● Ear-shotting (Speaking aloud with the child’s ear shot) ● The Never Say No (‘Yes, as soon as...’) ● Don’t say Don’t (Frame instructions positively) ● Thanks, not Please (‘Name... Instruction... Thanks’) ● Use Conditioner (‘When... Then...’) ● Proximity Praise (Find someone nearby (anyone!) who is complying) ● Tactical Ignoring (The ‘I can’t hear or see you!’) ● Don’t lose face (The ‘Ask Permission before doing’) ● The Bogus Note (Send a child on an errand to give them time and space) <p>Where appropriate adults should refer to the School Values of love, joy and responsibility. Remember at Rownhams, we... [desired behaviour]</p> <p>Also, adults should use ‘I-messaging’ to generalise rather than personalise feelings. For example:</p> <p><i>I feel very sad when people spoil the story. It means that none of us can enjoy it and we all end up feeling sad.</i></p> <p>If the above strategies are unsuccessful at correcting the behaviour the reminder system must be followed as detailed below, whilst maintaining a calm and assured response at all times.</p>
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<p>STEP 2 1st Reminder</p> <p>Reminder System</p>	<p><i>[Child's Name], I have let you know that we... [desired behaviour]. That's your first reminder.</i></p> <p>Example: <i>[Child's Name], I have let you know that we use school resources appropriately. That's your first reminder</i></p> <p><i>[Allow take up time]</i></p>
<p>STEP 3 2nd Reminder</p>	<p>If a child does not follow the request repeat the reminder, for example:</p> <p><i>[Child's Name], I have let you know that we use school resources appropriately. That's your second reminder</i></p> <p><i>[Allow take up time]</i></p>
<p>STEP 4 Reflection Time</p>	<p>If a child does not follow the instructions for a third time then they must move to an appropriate quiet place to sit on their own (within or just outside the classroom) to reflect on their choices (use a sand timer where appropriate).</p> <p>Following the reflection time the child can return to their seat and continue learning.</p>
<p>STEP 5 Consequence</p>	<p>If a child continues to make the incorrect choices they will lose time from their break or lunch as appropriate to the behaviour and the child. For example, 5 or 10 minutes from break or lunch. This time must always be followed up with a restorative discussion with the child's class teacher (see below).</p> <p>NOTE: Children must never be asked to face a wall or any consequences that may shame or humiliate a child.</p>
<p>STEP 6 Phase Leader Intervention</p>	<p>If following the procedure above does not resolve the situation, support can be requested from the phase leader. This could involve the children continuing their learning with the phase leader in their class.</p>
<p>STEP 7 Head/Deputy Intervention</p>	<p>Finally, if the child continues to disturb the class in a way which disrupts the learning of others or act in a physically or verbally aggressive manner towards others, the class teacher (or phase leader) may call for the support of a member of the senior leadership team.</p> <p>On assessing the situation, the member of the SLT may decide to:</p> <ul style="list-style-type: none"> ● support the class teacher to manage the behaviour in class ● remove the child temporarily with the intention to return the child once they are ready for learning

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| | <ul style="list-style-type: none"> ● issue an internal exclusion (which could be in another class or space around the school with a responsible adult) for an agreed period of time. This will be recorded on our school appropriate recording system (CPOMs). Parents will be informed on the same day. |
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External Exclusion

Finally, the ultimate step is to explore possibilities for temporary or permanent exclusion in accordance with Hampshire County Council (HCC) guidelines. On return to the school the parents and child will be invited to a reintegration meeting.

When following this approach remember to:

- Remain calm at all times, giving ‘take-up’ time between the steps (prevent before consequence)
- Follow up every time, retain ownership and engage in reflective dialogue with learners (this can be done by using a restorative approach as detailed below).
- Never walk past or ignore learners who are behaving badly.

Phase leaders and senior leaders should not deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners. This enables class teachers to retain ownership and develop positive relationships.

Persistent or unacceptably poor behaviour

When behaviour is deemed persistent or unacceptable Steps 5 to 7 can be applied immediately (according to the severity of the incident). The following behaviours are deemed unacceptable:

- Physically hurting another child or adult
- Aggressive or threatening behaviour
- Absconding from the class or the school building
- Leaving the school premises
- Discriminatory behaviour

All of the above behaviours **must** be communicated to the parent or carer of the perpetrator and the victim. These incidents **must** also be logged on CPOMS, using the relevant category to ensure they can be acted upon and tracked appropriately.

Restorative Practice

When a child has made the wrong choice we adopt a restorative approach through a meaningful conversation between the harmed person, the wrongdoer and the child’s class teacher. The following questions may be asked as part of the restorative process:

The harmed person	The wrongdoer
<ol style="list-style-type: none"> 1. What happened? 2. What did you think / feel? 3. Who else has been affected/how? 4. What was the hardest thing for you? 5. What do you think needs to happen to make things right? 	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking? 3. How were you feeling? 4. Who has been affected by this? 5. What do you need to do now to make things right?

Individual Challenging Behaviours

Some children may regularly exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable. It needs to be recognised that when a child behaves in an unacceptable way, there is often an underlying reason, for example: low self-esteem, and we need to look for the causes or triggers. In these instances we adopt our policy on a personalised basis. At each stage through the process, parents and carers need to be involved and informed of concerns about their behaviour. The following approaches can be applied:

- Behaviour Contract drawn up with child, parents, class teacher and a member of SLT, which is tracked within a Report Card.
- Personalised Behaviour Plan drawn up to support the child and teacher to improve and manage challenging behaviour. Shared and agreed with the parents, where appropriate.
- Track behaviour through the implementation of ABCC* charts to enable analysis of behaviours (*Antecedent-Behaviour-Consequence-Communication)

Emotional Wellbeing and Support

To help improve behaviour and emotional wellbeing in our children we may adopt the following approaches. (These are not exclusive to only poor behaviour but may enable changes in behaviour):

- ELSA for developing emotional literacy in our children
- Nurture to build on the foundations of strong, positive relationships
- Thrive activities (Starfish) to develop a sense of self, enable self-regulation and empathy towards others.
- Liaison with Primary Behaviour Service for advice, guidance, outreach and inreach support.

Anti-Bullying

At Rownhams St John's, we strive to be a safe school where children and adults feel free to share information and talk openly. We have a clear understanding of what is meant by bullying and believe that bullying is totally unacceptable. Bullying is never tolerated. Children are supported to develop their understanding of bullying and the children take part in the annual Anti-Bullying Week events. Worship and the PSHE curriculum also enable children to develop their understanding of different forms of bullying.

An anti-bullying leaflet has been written by our Young Governors which has been shared with the wider school community and is available on our website.

You can find our Anti-bullying Policy on our school website [here](#).

Restrictive Physical Intervention

The school has adopted the Hampshire County Council policy on restrictive physical intervention. Within this policy, the headteacher can delegate authority to any member of staff to physically intervene when there is a threat to the safety of a child or member of staff because of the behaviour of another child. When physical intervention is required this **must be recorded** as soon as possible (and within 24 hours of the incident) in the appropriate log book, which is kept in the main school office.

APPENDIX 1 - Written Statement of Behaviour Principles

- All members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
- We have high expectations of everyone and we will actively promote equality of value whatever race, gender, age, sexuality, religion or disability.
- The Behaviour Policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.
- When children do not meet the expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible.
- Sanctions may be necessary to demonstrate that challenging behaviour is not acceptable. To provide boundaries and make our expectations clear sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably.
- The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.
- Children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour. The school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.
- The Governing body supports the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.
- Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.
- The Governors expect the Headteacher to include guidance on the use of reasonable force in the Behaviour Policy.
- The school will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community.
- Given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).