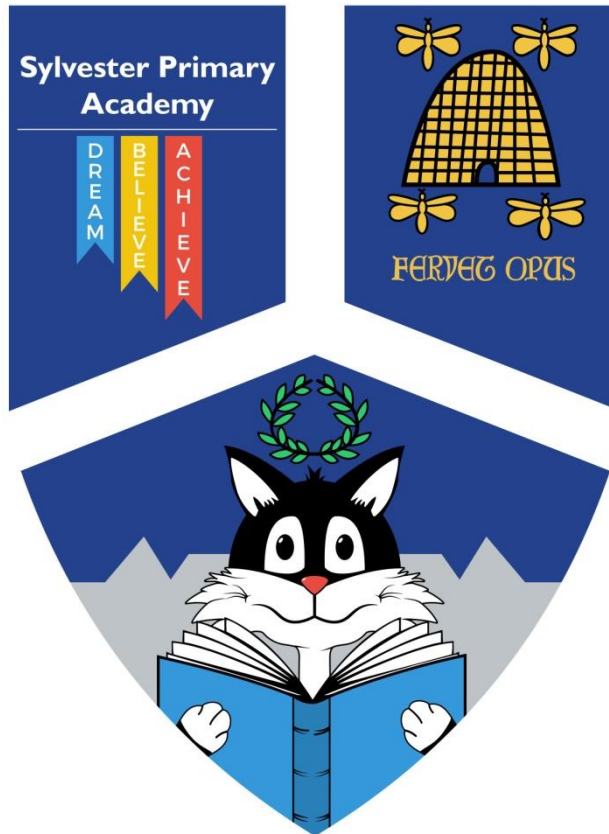


Behaviour Policy

Sylvester Primary Academy



Approved by:

Local Governing Body

Date: 1st September 2021

Last reviewed on:

Next review due by: September 2022



Sylvester Primary Academy Behaviour Policy

Sylvester Primary School is committed to creating an 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. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

At Sylvester, we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'naughty' children, just 'wrong choices'
- Encourage children to recognise that they can and should make the 'right' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

The Principal and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to organise interventions and targets
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour must:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Pupils are expected to:

- Always do their best
- Take responsibility for their behaviour and conduct
- Show respect to members of staff and each other
- Make it possible for all children to learn

- Treat the School environment and School property with respect
- Accept sanctions when given
- Act safely at all times

Behaviour for Learning

Sylvester Primary School principles: 'Ready, Respectful, Safe'

We believe that self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. This means children are expected to treat each other and the School staff with respect because they know this is the right way to behave.

Everybody has the right to be treated with respect.

Underlying principles:

We treat others how we want to be treated - READY

We are respectful to everyone and to our environment - RESPECT

We act safely at all times - SAFE

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has three simple rules '**Be Ready, Respectful and Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe 	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language 	<ol style="list-style-type: none"> 1. Recognition boards 2. Certificates 3. Dojo points 4. Phone call/message home 5. Verbal praise 6. SLT praise 7. Show work at Celebration Assembly 8. Dojo Champion/ Class Superstar

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER	<p>I noticed you are ... (identify behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you are ... (identify behaviour) This is the second time I have spoken to you. You broke the rule about (connect the behavior to the rule) You need to speak to me for two minutes after the lesson.</p> <p>Do you remember last week/yesterday/five minutes ago when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening.</p> <p>Example - 'I have noticed you are not ready to do your work. This is the second time I have spoken to you. You are breaking the school rule of being ready. You will now need to speak to me at the end of the lesson. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. THINKING TIME	<p>I noticed you are.... (identify behaviour). You broke the rule about (connect the behavior to the rule) You need to go to have some thinking time at the back of the classroom. I will speak to you in 5 minutes.</p> <p>Example – 'I notice that you are using rude words. You have now chosen to have some thinking time in our classroom. I will speak to you in 5 minutes. Thank you for listening'.</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. TIME OUT	<p>I noticed you are.... (identify behaviour). You broke the rule about (connect the behavior to the rule) You need to go to have some time out outside of our classroom. I will speak to you when you return.</p> <p>Example – 'I notice that you are continuing to use rude words. You have now chosen to have some thinking time outside our classroom. I will speak to you when you return. Thank you for listening'.</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>

SLT called to the classroom to support.

Reflection (playtime/lunchtime) Repair and restore conversation	<ul style="list-style-type: none">- What happened? (Neutral, dispassionate language.)- What were you feeling at the time?- What have you felt since?- How did this make people feel?- Who has been affected?- What should we do to put things right?- How can we do things differently?
<p style="text-align: center;">*Remember it is not the severity of the sanction; it is the certainty that this follow up will take place that is important.</p>	

Sanctions

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to develop excellent behaviour


IDENITIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

At Sylvester Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases and words should be chosen carefully and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged in the class file at the staff member's discretion.

BEHAVIOUR PATHWAY

- 
- Reminder
 - Warning
 - Thinking time/Time Out
 - Follow up conversation
 - SLT support
 - Playtime Reflection
 - Lunchtime Reflection
 - Sent to SLT/VP/P
 - Parents phoned
 - Parents called to school
 - Internal exclusion
 - Exclusion

Sanctions

Playtime and Lunchtime Reflections

Children are encouraged to reflect on their behaviour during a playtime or lunchtime reflection. During this time adults will talk to children and work through a process of reflection and restoration using the following questions:

1. What happened?
2. What were you feeling at the time?
3. How did this make people feel?
4. Who has been affected?
5. What should we do to put things right?
6. How can we do things differently?

However, children who continue to cause concern may be:

- asked to work under the supervision of the Vice Principal or Principal
- encouraged to work in another class and earn the right to return to their own class
- set specific targets to improve behaviour
- monitored on a 'Behaviour Record Card'
- be subject to a Pastoral Support Plan
- In extreme cases excluded for a fixed period of time or permanently excluded
- Attend a behaviour turn around programme

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences 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 exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Handling Plans' that can be found in *Appendix A*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or other people are unsafe. This will only be used as last resort and only by trained staff.

Relaxation Room

Sylvester has a relaxation room (Calm Room) which is used as a safe space to effectively promote a range of strategies to assist children to feel safe and calm during times of high anxiety or upset. The Learning Mentor uses the Relax Kids (Mindfulness) programmes, massage and wellbeing sessions such as yoga and self-care. She offers a range of therapies and relaxation techniques to children to develop self-regulation skills.

Using Relax Kids helps develop children's emotional literacy; helps develop a self-awareness and self-regulation as well as understand the links between thoughts, feelings and behaviour.

The room also provides a safe haven for vulnerable children who may need to access a quiet space at playtimes and lunchtimes.

Monitoring and Additional Support

At Sylvester Primary School, we adopt a proactive approach to behaviour management. The Learning Mentor and the Vice Principal as part of the School monitoring cycle review children's behaviour regularly. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

Behaviour incidents are recorded and are put into a Behaviour Database. This allows trends and patterns to be extracted. Information such as frequency of incidents, time of occurrence etc. This information enables staff to support children and identify those in need of support. The details also enable staff to establish accurately the types of behaviour that a child is exhibiting including identifying triggers.

Behaviour is regularly discussed at staff meetings and meetings of the Governing Body.

Occasionally it may be appropriate to implement additional intervention strategies. The Learning Mentor can support children causing concern. The Learning Mentor uses data from the behaviour journal and, if appropriate the SNAP B Behaviour Assessment Tool, to identify any skills deficits that may need to be addressed for behaviour support strategies to be successful. Children are supported to develop these skills and move towards working on behaviour targets.

With parental permission, we may consult the Behaviour Support Team, Educational Psychologist or other behaviour specialists to obtain further support and advice. For example:

- An Educational Psychologist assessment via a classroom observation, discussion with School and parents may be considered
- 1:1 targeted support from an Educational Psychologist.
- Early Help support for the family may be offered (if criteria is met.)

Pastoral Support Programmes

For pupils who continue to exhibit exceptionally challenging behaviour, the School will organise a multi-agency meeting with a representative from the Local Authority with the purpose of formulating a Pastoral Support Programmes (PSP). Pastoral Support Programmes (PSP) are intended for those pupils who do not respond to intervention and who are therefore **“putting themselves at serious risk of permanent exclusion, disaffection or criminal activity.”** It is a short term intervention designed to support pupils in mainstream schools.

- The PSP must identify:
 - ❖ Those behaviours which are persistent, and problematical.
 - ❖ The cause for concern and what is reasonably required for the pupil to remedy the situation.
 - ❖ Precise and realistic behaviour outcomes the pupil is to work towards. The targets should be clear and specific.
 - ❖ The rewards that can be achieved for meeting the targets and specify the sanctions that will come into force if specific behaviour occurs.
 - ❖ The staff members who are to oversee the PSP.
 - ❖ The nature and extent of parental involvement.
- Once agreed the PSP should be discussed with all the members of staff teaching and supervising the pupil and an agreement reached on the common strategy for managing the pupil over a specified period. All staff are made aware of the targets.

Primary school pupils should ideally be supported and their behaviour managed in their school, however if this behaviour gets to ‘crisis point’ and all support has been exhausted, the School will access the ‘LA Options for Change’ protocol which will look at future options regarding a child’s educational future at The Sylvester. The Local Authority representative will lead on this protocol.

Working with parents

It is essential that the school benefits from working closely with parents with the aim of improving the behaviour of all pupils, while addressing a pupil’s emotional needs.

Parents are kept informed about their child’s behaviour using a message system.

Parents may be invited in to school to meet with the Vice Principal to discuss their child’s behaviour, the setting of improvement targets and how the School will support the pupil’s behaviour.

It may also be pertinent and appropriate to create an Individual Behaviour Programme (IBP), Behaviour Contract or look to external agencies for advice, support or assessment at any time.

If the child continues to behave inappropriately, the parent will then be invite to a meeting with the Principal. The School may consider a PSP or modifying the curriculum in order to bring about an improvement in the child’s behaviour.

Parents and their child may be asked to attend a Governors Behaviour Panel if a pupil persistently breaks the School rules and is not responding to serious sanctions and consequences.

Fixed Term Exclusions

Children whose behaviour continuously reaches lunchtime reflection level will be closely monitored and supported. However, if a child's behaviour continues to reach lunchtime reflection and after a programme of intervention support, then the School will write to the parent informing them that if their child's behaviour reaches a further lunchtime reflection the School will consider undertaking fixed-term exclusion.

If the exclusion fails to bring about an improvement in the pupils behaviour, the Principal may consult the Local Authority – Exclusions & Admissions Department.

Permanent Exclusions

If the child's behavior continues to deteriorate, the Governing Body of the School reserves the right to consider a permanent exclusion. The Governing Body also reserves the right to permanently exclude a pupil following:

- Ongoing exceptionally challenging behaviour that is impacting on the emotional well being and learning of other pupils in the School
- A severe 'one off' incident as deemed appropriate by the Head teacher and the Governing Body.
- Malicious allegations against School staff.

Breakfast and After School Club

Children who attend Breakfast and/or After School Club will be managed under the same behaviour system that operates during the School day. Class teachers will be kept informed when children in their class are on the tracking sheet during their time at this wrap around provision. Persistent breaking of the School rules and undesirable behaviour at these clubs may result in a child being ask to reduce their attendance for a period of time, suspend their attendance for a period of time and in extreme circumstances, the Principal would decide that a child is no longer allowed to attend for their safety and wellbeing and the safety and wellbeing of the other children.

Behaviour outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". The range of sanction and consequences will apply in response to non-criminal bad behaviour and bullying which occurs off the School premises and which is witnessed by a staff member or reported to the School.

The school has a statutory power to discipline children for misbehaving outside the School premises.

A teacher may use any of the disciplinary sanctions covered by this policy in connection with poor behaviour and bullying which takes place off the School premises and which is witnessed by a member of staff or reported to the School.

A teacher may also discipline a child for misbehaviour when:

- Taking part in any School-organised or School-related policy or
- Travelling to or from School or
- Wearing the School uniform or
- In some other way identifiable as a pupil at the School

Even if the above conditions are not satisfied, a teacher may still discipline a child if their behaviour is such that it:

- Could have repercussions for the orderly running of the School or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the School

In all cases of misbehaviour the teacher can only discipline the pupil on the School premises or elsewhere when the pupil is under the lawful control of the staff member.

Staff with the power to discipline pupils

Teachers have statutory authority to discipline pupils for misbehaviour. This power also applies to all paid staff with responsibility for pupils, such as Teaching Assistants, unless the Head teacher says otherwise.

Using reasonable force

Staff may use reasonable force to prevent pupils from committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

Head teachers and authorised School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their School rules which may be searched for without consent. Force **cannot** be used to search for these items.

Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled. All incidents of positive handling are recorded and a separate Positive Handling Policy exists.

Confiscation of Inappropriate Items.

There are two sets of legal provisions which enable School staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
 - any item banned by the School rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Verbal Abuse

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a phone call home if the pupil refuses to apologise in the first instance

Our PSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

This policy was adopted in September 2021 and will be reviewed in September 2022

Appendix A - POSITIVE HANDLING PLAN

Child's Name:	Date of Plan:	Review Date:	
What does the behaviour look like?			
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	
What are common triggers?			
De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversion and distractions			

Any medical conditions to be taken into account before using Physical interventions?

De-escalation skills

Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

Who has been informed/Where has the incident been recorded?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour).

Teacher:	
Parent/Carer:	
Student:	
Educational Psychologist:	
Social Service (if applicable):	
Headteacher:	

|

Upperthong Junior & Infant School