


Shirley Warren Primary and Nursery School	Effective Date:	July 2023
Policy and Procedure Statement		
BEHAVIOUR POLICY	Revision Date:	July 2024
	Page No:	1 of 15
	Approval by the FGB 	
	Signed..... (Co-chair of Governors)	
Head Teacher	Mrs Zoe Newton	
DSL's	Zoe Newton, Sophia Ship, Crystal Hall, Tom Humphreys, Matt Goodchild, Will Lyon	
SENDCo	Mr Tom Humphreys	

Article 3

The best interests of the child must be a top priority in all actions concerning children.

This Policy should be read in conjunction with the: Safe Touch and Positive Handling Policy. The behaviour policy should be given to any supply teacher working in the school as they arrive.

1. Introduction

The purpose of this policy is to provide both staff and children with a clear framework of how the school approaches behaviour management. It will clarify routines and procedures in order that all members of the school community are aware of the consequences of choosing to behave in either a positive or negative manner.

The whole school community needs to work together and we suffer if anyone does not. As a school we include all and assist anyone who needs help to turn their behaviour around.

2. Aims

- To promote good behaviour and proper regard for all in our community.

- To develop children's responsibility for their own behaviour through the promotion of self-esteem, independence and self-discipline.

3. Principles

- Teachers have the right to teach and children have the right to learn.
- Positive behaviour is a matter of choice for each individual and pupils are expected to accept responsibility for their actions.
- Staff will actively promote positive behaviour as well as manage negative behaviour and its consequences.
- Individuals respond better to praise and encouragement rather than criticism or correction.
- There must be a clearly defined and communicated hierarchy of both praise/reward and sanction.
- Children who show behaviour related to special needs might, at some time, require behaviour management through an Individual Behaviour Management Plan (IBMP) and support as defined in the school's special needs policy.

4. Responsibilities

Pupils:

To show respect, care, kindness and forgiveness by following the school rules of BE READY, BE RESPECTFUL, BE SAFE and adhere to the children's whole school agreement of behaviour.

All Staff:

- To implement consistently the agreed policy and with collective responsibility for all children in school.
- To let the class teacher know of any reward or sanctions that have been applied to a child in their class.
- To recognise children who are behaving well and give rewards.

Teaching Staff:

- To negotiate up to five rules and create a class charter within the first two weeks of the new academic year; which will be revisited regularly throughout the year.
- To display agreed rules, rights and routines clearly in the classroom.
- To liaise regularly with SENDCo re: children that have been identified as having repetitive occurrences of poor behaviour.
- To keep records of behaviour for individual children when advised by the SENDCo or the Headteacher.
- To keep records of behaviour for anyone on Stage 3 and Stage 4 of the negative behaviour steps.
- To communicate to parents if a child repeats unhelpful behaviour. This will usually be in person, by telephone call or to request a brief meeting.

- To use agreed formats for helping children resolve difficult issues when appropriate (i.e. when a child needs time to cool down). This may be the use of time out, move to another area of the classroom etc.

Lunchtime Supervisors:

- To oversee the implementation of the policy at lunchtimes.
- To communicate with the class teacher and/or SENDCo regarding specific needs of individual children.
- To co-ordinate the communication of incidents back to teaching staff after lunch break.
- To reward positive behaviour (and to ensure that all other MDSA's do) with rewards i.e. house points.

SENDCo:

- To assist with the planning of provision for children with emotional and behavioural difficulties.

Head Teacher:

- To implement the policy.
- To support staff through training and other development opportunities when the need arises - this may include the role play of common scenarios.
- To contact the parents of children identified by the SENDCo or class teacher as having repetitive occurrences of poor behaviour.
- To maintain records of children involved in extreme negative behaviour.
- To maintain communications with external support services.
- To communicate to the Governors the effectiveness of the policy and related management issues.
- To deal with extreme negative behaviour as defined by the policy.
- At the earliest opportunity, communicate to class teachers any action taken against a child in their class.
- Monitor the effectiveness of the implementation of the policy and review regularly with staff.

Governors

- To assist in the definition of the aims and principles of this policy.
- To agree the principles of the policy and support its implementation.
- Monitor and report the effectiveness of the implementation of the policy (including during Governor visits).

5. Key Procedures

The success of the policy depends on all staff having collective responsibility for all children and the consistency in which we apply these procedures.

- **Consistency** - day to day and person to person.
- **Intervention** - preventing negative behaviour through early action.
- **Praise** - emphasis on praise and reward for positive behaviour.
- **Communication** - clear and frequent communication to children concerning what is acceptable and unacceptable as well as the consequences.
 - Children have to accept the **consequences** when they have 'chosen' to break the rule.
 - Staff providing **warmth, support** and **encouragement** for positive behaviour.
 - Staff adopting a **calm, firm** and **assertive** approach when dealing with negative behaviour.
 - **Depersonalising** - when praising or criticising targeting the behaviour not the person.
 - No excuse for negative behaviour.

Moving around the school

Children are expected to:

- Move in and around the school carefully and quietly.
- Use the shortest route for any journey.
- Be polite and courteous to adults.

Play

All staff may reward children with a house point if they have been 'noticed' keeping to the rules and behaving well, for example: encouraging others to join in their games, sharing equipment or helping children who are feeling lonely.

Any negative behaviour sanction must be communicated to the class teacher at the end of play.

Lunchtime

- The MDSAs and TAs on duty to carry a notebook to record positive and negative behaviour.
- All staff are to communicate incidents of positive and negative behaviour to the class teacher as soon as possible after the lunch break. (See consequences of positive and negative behaviour section.)

Rewards and consequences at lunch time

Staff will operate upon the same principle of rewarding positive behaviour and helping children understand, and face the consequences of negative behaviour.

Consequences for positive behaviour	Consequences for negative behaviour in the lunch hall
All lunch staff will award house points when appropriate. After lunch time children should tell their teacher if given a house point.	Child is noticed for not keeping a rule, given a verbal reminder.
	Child is noticed for a second time - a warning given.
	Child is noticed again - child is asked to sit on a different table.

	Child is noticed again - SLT sent for.
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Sanctions

-for negative behaviour in the classroom or around the school.

Stage	Event	Consequence	Record
Pre stage	Child is noticed for not being Ready, Respectful, Safe	Praise the children near to the child who are exhibiting the correct behaviour A look/word given Inform them they will have to move to step 1 if behaviour continues	None
1.	Child noticed for still not being Ready, Respectful, Safe	1. Verbal warning given and reason explained Strategies employed by the teacher to address the behaviour. Choices given/positive praise/giving child a responsibility	None
2.	Child still not being Ready, Respectful Safe	2. Initials written on the board- reason explained Strategies employed by the teacher to address the behaviour include choices given/positive praise/giving child a responsibility	Initials on board
		<i>NB: if the act of putting a name on the board will heighten the child then record elsewhere</i>	
3.	Child continues to demonstrate behaviour that is not Ready, Respectful or Safe	3. Sanction applied in the classroom This could be moving to another seat, sitting alone or missing a maximum of 5mins break (during this time children should spend time talking through their behaviour with an adult (a restorative chat to help turn things around). This time will not be used to do more work.	A dot is placed next to the child's initials on the board. Teacher to complete the online 'Step 3 Records' log.

4.	Child continues to demonstrate behaviour that is not Ready, Respectful, Safe	<p>4. Child sent to a member of SLT</p> <p>On first visit to the SLT the child will be given a warning and a behaviour chat about expectations</p> <p>On the second visit the SLT will issue a consequence. This could be:-</p> <p>Minutes from playtime</p> <p>Time spent in silence in HT office</p> <p>Loss of privilege</p> <p>On a third visit to the SLT, the SLT will phone parents to talk through behaviour and/or arrange a meeting.</p>	<p>Teacher to inform the parent</p> <p>SLT to record on the online 'Step 4 Record' log.</p>
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NB: A visual copy of these sanctions is displayed in each classroom in the school.

Severe or extreme incidents of negative behaviour

For incidents of extreme negative behaviour parents will be contacted the same day and asked to attend a meeting with a member of SLT and class teacher where appropriate.

Incidents of extreme negative behaviour may be where a child:

- Is physically aggressive i.e. hurts another child so that it leaves a mark.
- Uses offensive language. This may include language that is rude, aggressive, offensive to other races and cultures, or anything of a racist, homophobic, sexist nature.
- Exposes private parts of their bodies.
- Hurts or is abusive to an adult.
- Uses offensive gestures.
- Deliberate damage.
- Refuses to comply with repeated requests made by a member of staff (and only after de-escalation techniques have been applied).
- Leaves the school without permission.
- Enters or stays in an area of the school that is out of bounds.
- Using social networking sites to post up abusive or offensive messages relating to school or individuals connected with the school.
- Carries out any of the above whilst in school uniform out of the school grounds and it is reported back to the school.

Consequences of extreme negative behaviour may include:

- Loss of free time.
- Loss of responsibilities.
- Regular contact with parents or carers.
- Behaviour contract with specified targets.
- Exclusion from class (internal exclusion).
- Exclusion from school, either fixed or permanent.

Exclusions

Behaviours which result in fixed term exclusions will include:

- Violence towards pupils and/or staff.
- Persistent disruption to the smooth running of the school.
- Risk taking behaviour that puts themselves or others in danger.
- Damage to school property.

The school follows the Local Authority exclusion procedures. Parents will be informed, by the Headteacher or a member of the SLT on any decision to exclude. A letter will also be sent home to explain the Fixed Term Exclusion.

No pupil may be excluded for more than fifteen days in the aggregate in any one term. If the Fixed Term Exclusion is for over five days, the school will provide full education from day Six.

On return to school after the Fixed Term Exclusion, the pupil will be invited to attend a meeting with the Headteacher or one of the SLT. A parent/carer is also asked to attend this meeting. During this meeting assurance is sought that the behaviour which led to the exclusion will not be repeated. It may be necessary to put steps in place to support the child to do this.

Where a pupil has been permanently excluded and may not return to the same school. The Local Authority must provide full time education from day six of the exclusion.

If a child is excluded from school, the Education and Inspections Act 2006 gives parents the legal responsibility of the supervision of their child. The law states that the children should remain at home during school hours and should not be seen in public places.

All decisions to exclude a pupil from school are considered by the Director of Education's representative, if necessary, the LA can amend or revoke a Fixed Term Exclusion. If the Headteacher's decision to permanently exclude a pupil is upheld, the LA is required to provide parents with a letter of the final decision and an invitation to appeal.

Serious Incident Protocol

NB: All classes and members of staff across the school have walkie talkies (see appendix A walkie talkie use). A serious incident requiring parents to collect children will be a code N. If the office are to be on standby to make a phone call home, Code U is to be used.

In case of a serious incident the following protocol should be followed:

1. Senior staff notified immediately.

2. At least two members of staff to go to the incident - these will usually be the leadership team but may also include class teacher or key person.
3. Staff will decide at the time who will record the incident onto CPOMS. Any act of violence against adults should be recorded on HS1 form. These forms are online and should be completed in conjunction with Claire in the office.
4. A member of SLT will inform the parents on the same day.
5. Class teacher to be informed immediately by a member of staff dealing with the incident if they are not already present.
6. Depending on the severity of the incident - if a child is in danger or putting others in danger then a phone call to the police may occur.
7. If a child leaves the school site the police will be called immediately.

NB: Staff should never put themselves directly in a dangerous situation and should never deal with serious behaviour alone.

Absconding

A pupil is considered to have 'absconded' if they intentionally / knowingly leave the school site or the immediate area of an off-site activity without permission. Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

If a pupil absconds, a member of the SLT will instruct the staff to phone the police. No member of staff should follow or chase the pupil but should keep eyes on the pupil until they are out of sight then hand information on whereabouts to the police.

Any absconding will result in a fixed term exclusion.

Rewards - for positive behaviour

Collective Rewards

Each child in the school will be put into one of four school houses on entry to the school; or on joining. House points will be given to individuals which will contribute to a weekly whole house total. Half termly rewards of non-uniform days will be given to houses with the most house points across the term.

Class Rewards

Will be given to groups of children or a whole class. These rewards will vary according to the teacher but may include, golden time, marbles in a jar, coins, table awards etc. Each teacher will aim to give a whole class treat once every half term in accordance with the number of coins/marbles etc collected.

Individual Rewards

All children will be awarded house points by all members of staff. These will contribute to a collective total as above. Teachers will award at least one Star of the Week award for children

who have produced an outstanding piece of work or who have worked exceptionally well. These children will be announced in Celebration Assembly on a Friday and will receive a certificate.

Teachers will also nominate one child to receive a Ready, Respectful Safe Certificate. This will be awarded to children who have shown positive behaviour or attitudes towards others e.g. for their kindness, helpfulness and showing they are Ready, Respectful, Safe.

Teachers must ensure that children who are consistently well behaved and apply effort are rewarded and recognised. All children should receive a Star of the Week award at least once throughout the year.

There is no underestimating how much praise has a positive impact on children. As well as the above, staff should continue to use positive praise, stickers, happy/green pegs in Early Years and KS1 and Dojo reward points in KS2.

6. Bullying

At Shirley Warren Primary and Nursery school we define bullying as:

"Actions of one person or a group of persons that are repeatedly targeted towards an individual or group. These actions are with the intent to hurt either physically or emotionally"

Acts of bullying can include:

- Physical aggression.
- Name calling.
- Taking belongings.
- Exclusion from social groups.
- Racist remarks.
- Teasing.
- Sending nasty notes.
- Threats and intimidation.
- Texting/cyber bullying.

Bullying is not necessarily when pupils of roughly equal strengths argue or come into physical contact.

Bullying should be identified as early as possible and will be dealt with under the same procedures as extreme negative behaviour.

Advice and guidance for victims and bullies can be found in Appendix B.

The school believes in children having a fresh start i.e.: After each issue has been resolved and restoration with appropriate individuals has been made, children will be given the opportunity to make a fresh start.

Appendix A

Walkie Talkie use when dealing with behaviour

Behaviour	What to Say	What to do	Reason	Whose Responsibility
If a child leaves the room and goes beyond their phase corridor	Eyes on	Acknowledge the eyes on and attempt to deescalate If the child does not respond say "change of face for...."and state where	The child may be going to a safe space The child may be able to regulate themselves and come back <i>If a member of SLT is called straight away this may escalate behaviour</i>	All staff
If a child is heightened and is not responding to you	Change of face needed for..... in.....	Continue to try de-escalation (VRF's) until the change of face appears	Some children respond to adults differently. No shame in calling for a change of face <i>If a member of SLT is called straight away this may escalate behaviour</i>	All staff
If a child is putting themselves or others 'in danger' by being physically aggressive and is not responding to the adult (and a change of face has been tried)	Support required inpotential PI (do not use child's initials)	Try and clear the immediate area of obstacles. Make sure yourself and other children are safe. DO NOT put yourself in a situation that you feel uncomfortable in	To ensure the safety of both children and adults	All staff initially then PI trained staff
If a child is causing damage to school property	Support required inpotential	Make sure yourself and the	To ensure the safety of both	All staff initially then

repeatedly and is not responding to the adult (and a change of face has been tried)	PI (do not use child's initials)	other children are safe. Try to contain the damage whilst not putting yourself into situations you feel uncomfortable in.	children and adults	PI trained staff
~ if a child absconds from the school site ~if there has been a serious incident e.g., a fight/racial abuse ~ if a child is in potential serious danger	SLT required	Do not follow Adults to stay with the child until SLT arrive (or adult to accompany the child to SLT) Consider the evacuation of the class/area to ensure yourself and other children are safe. Try to deescalate whilst ensuring that you are not putting yourself or the child at further risk.	Adult safety Extreme behaviour as determined by the behaviour policy and thus needing SLT To ensure the safety of all involved	All staff All staff All staff

Appendix B

Guidance on Bullying

At all times children should feel that they can talk to adults if they are experiencing problems and should feel confident that they will be taken seriously.

Bullying is taken very seriously at this school and we endeavour to investigate fully any reported incidences that may arise.

Reporting of bullying incidents

- The following procedure should be followed if a child/parent reports an incident of extreme negative behaviour.
- On having an incident reported the teacher/supervisory staff should carry out a preliminary investigation to gather facts - this should be carried out within the presence of another member of staff.
- At this stage, if the incident is not too serious the intervention of the adult may

- be sufficient to stop the behaviour from re-occurring.
- Children should be encouraged to adopt a 'problem solving' approach whereby a mutual agreement for action can be found.
- If the incident is more serious - extreme negative behaviour - the children involved should be referred to a senior member of staff. That member of staff will investigate the incident. An incident report sheet will be completed and copies given to the teachers of the children involved. A punishment will be imposed immediately on the child (ren) who is the aggressor.
- If the behaviour occurs repeatedly then the incidents need to be reported to senior staff who may wish to speak to parents of both parties concerned.
- If any incident results in serious injury to a child, the Headteacher should be informed immediately. The Headteacher will inform the parents of both parties, complete the necessary paperwork and a suitable consequence given.

At all times children should feel that they can talk to adults if they are experiencing problems.

NB: When dealing with negative behaviour, staff will:

- Remain calm.
- Listen to and record all parties' point of view.
- Report the negative behaviour to senior staff.

ADVICE FOR CHILDREN ON BULLYING

When you are being bullied:

- Be firm and clear - look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away.

After you have been bullied:

- Tell a teacher or another adult in your school.
- Tell your family.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Keep on speaking up until someone listens.
- Don't blame yourself for what has happened.

When you are talking about bullying with an adult, be clear about:

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

ADVICE FOR PARENTS IF YOUR CHILD HAS BEEN BULLIED

All schools are likely to have some problem with bullying at one time or another. It is important we take steps to reduce and prevent bullying.

Bullying behaviour is repeated intentional acts by the same person or group. This could be:

- Targeted name calling and teasing.
- Physical violence.
- Threats.
- Isolating individuals from group activities.

You and your family have an important part to play in helping us deal with bullying.

Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve the difficult situations without using violence or aggression.

Watch out for signs that your child is being bullied, or is bullying others. You and your family are often the first to detect that a problem exists. Don't dismiss it. Contact us immediately if you are worried.

ADVICE FOR PARENTS OF CHILDREN WHO ARE BEING BULLIED

If your child has been bullied:

- Calmly talk with your child about his/her experience.
- Make a note of what your child says - particularly who was said to be involved, how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the
- bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's class teacher or Headteacher.

- Explain to the teacher the problems your child is experiencing.

Talking with teachers about bullying:

- Try and stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened - give dates, places and names of other children involved.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school; let them know if things improve as well as if problems continue.

ADVICE FOR PARENTS OF CHILDREN WHO ARE INVOLVED IN BULLYING

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

Children sometimes bully other because:

- They don't know it is wrong.
- They are copying older brothers or sisters or other people in the family whom they admire.
- They haven't learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

To stop your child from bullying others:

- Talk with your child; explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how/he she can join in with other children without bullying.
- Make an appointment to see your child's class teacher, explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him/her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

