SCHOOL BEHAVIOUR PROCEDURES DOCUMENT

	Name	Date
Version 1.0	Phil Le Conte	September 2022
Version 1.1	Phil Le Conte	December 2022

Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is key to all other aims and, therefore, crucial.

Tom Bennett, Creating a Culture 2018

These procedures have been produced in line with The Spring Partnership Trust Behaviour Policy 2021. They have also been in response to consultation with pupils, parents, carers and staff. Strategies have been guided by evidence based practice and current research into the most effective behaviour management approaches.

1. Statement of Intent

Midfield 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. Our procedures guide staff to develop pupil's ability to be self-disciplined through our core values of ambition, collaboration, fairness and respect. Poor conduct is managed through a graduated approach; with behaviour understood as communication and with restorative justice enabling pupils to reflect on their behaviour. These support us to make positive steps towards long term improvements, whilst building positive relationships.

2. Aim of these procedures

  ➢ To create a culture of exceptionally good behaviour for learning, for community, for life

  ➢ To provide clear guidance and consistency across a range of situations

  ➢ To embed restorative justice throughout the school – resolving issues not simply reacting too them

  ➢ To ensure procedures are well communicated to all parties (including parents) with clear outcomes

  ➢ To assist staff in minimising time spent dealing with behaviour so children can spend more time learning

  ➢ To develop a culture of respect for all – regardless of age, status or role within our school community

  ➢ To ensure that all staff are confident in responding to and interpreting children's behaviour

  ➢ To enhance the relationships between pupils and all staff, promoting and enabling positive and respectful relationships

  ➢ To provide clear support to the management of pupils during transitions and at unstructured times

3. Purpose of procedures

  ➢ Recognise and reinforce positive behaviour across the school

  ➢ Promote self-management of behaviour

  ➢ Teach appropriate behaviour through positive intervention

4. Our School Expectations

4.1 Midfield Staff Behave:

Consistently – Whilst every child may not be supported in the same way, attitudes and values are consistent. Professional judgements in how to support poor behaviour are supported by well understood, consistent procedures and guidance

Positively – Using language that continually reminds children of how to behave in a positive manner. Reinforcing the steps and rules as to what our expectations of good behaviour is.

Respectfully – They demonstrate respect in the way they communicate and deal with pupils and other adults. Continually modelling high expectations of behaviour themselves dealing with incidents with authority and calmness. They are decisive and deal with incidents immediately.

4.2   School rules underpinning Behaviour

We show **RESPECT**   We take **RESPONSIBILITY**   We **REGULATE** ourselves
These help us to be **SAFE**, be able to **LEARN** and to have positive **RELATIONSHIPS** with others.

4.3   All staff, every day:

➢ Model the 3 R's as well as our core values to be SAFE referring to them throughout the day
➢ Welcome their children as they come into their class every day
➢ High expectations praising positive behaviours linked to the 3 R's to be SAFE
➢ Talk in a calm way and regulate their emotions and behaviour
➢ Actively encourage manners and kindness, recognising those who demonstrate these
➢ Take pride in building strong positive relationships with all children
➢ Follow up concerns regarding behaviour– not passing it on to others (with support from SLT when needed) using reflective conversations
➢ Restore and repair relationships when difficulties have arisen.
➢ Support each other to implement the behaviour procedures within their teams

4.4   School Leaders:

➢ Celebrate and reinforce positive behaviour – celebrate successes
➢ Are responsible for ensuring procedures are being followed across the school
➢ Provide staff training to understand aspects that underpin the behaviour procedures
➢ Initiate outside agencies where required and monitor service provision
➢ Have responsibility for monitoring staff implementation .
➢ Build positive relationships with the children and staff across the school
➢ Assess, plan, do, review cycle to support behaviour within school
➢ Support staff with communicating serious concerns around behaviour when children are unable to keep themselves and others safe with parent and carers
➢ Support class teachers when dealing with unacceptable and reportable behaviour non e.g. Racism, Discrimination, Bullying, Physical Violence

5. **Ways we recognise that conduct demonstrates the 3 R's and when it is 'over and above':**

House points system (Diamond, Sapphire, Ruby, Emerald) NB Class Dojo links to House Point system (1 HP = 1 Dojo Point) consistently used to recognise positive behaviour including:

➢ Consistent Reading at home/ Effort with Home Learning
➢ Following the 3 R's
➢ Making a positive contribution to their class (flexible for class – including all behaviours that underpin the school rules: relationships, care, positivity, enjoyment in school/learning, values)
➢ Play time recognition – with a **sticker** = a house point when back in class

Teachers will send their class HP totals to Philip Le Conte on Thursdays. Friday HP's begin the following week's totals. PLC and Y6 will top up the House Points gauge in the entrance hall before the celebration assembly.

The house with the most HP's at the end of each short term will become the House Champions and will 'hold' the House Champions Trophy until the end of the next short term. The House with the Trophy at the end of the year will have a house reward.

Raffle Tickets - for every 5 dojo points - raffle tickets are put into a class raffle box. At the end of each half term the winner receives a £10.00 gift voucher.

Rewards/ incentives – class/team rewards or privilege (individual to each class)

Golden Tickets are sent home to share positive behaviour with parents and carers. These will include a sentence on the back with the child's name, reason for getting it and name of staff giving.

Celebration Assembly Fridays – these combine music, performance, class presentations along with awards to give a sense of celebration

➢ *Marvellous Midfielder Certificate* (1 per class) - most HP's across the week
➢ *Star of the week* (1 per class) - related to the 3 R's
➢ *Staff Stars of the week* – 1x EYFS, 1x KS1, 1x KS2, Other when applicable (Chosen by SLT)

6. *Alternatives to exclusions as consequences/ How internal exclusion will be managed:*

➢ Direct restorative justice
➢ Tailored Consistent Support Plan (CSP) based on the needs of the child
➢ Time for repair activities
➢ Pre-planned formats to teach how to follow 3 R's– activities, social stories, team building activities
➢ Consistent follow up – using consistent reporting processes on Safeguard Incident reporting functions

7.   **Consistency:**

All Staff:

➤   One voice rule to be followed at all times - i.e The person dealing with the behaviour is permitted to take responsibility for it and will request for support only if necessary.

➤   Retain ownership and engage in reflective dialogue

➤   Where appropriate adhere to the ethos of RIPS and PIPS. RIPS - Reminders in Private and PIPs - Praise in Public.

➤   Will refer to our key underpinning rules of **'Respect, Responsibility, Regulate' to be SAFE and able to LEARN and build positive RELATIONSHIPS.**

➤   We will refer to our core values of **Ambition, Collaboration, Fairness and Respect**, when reflecting

➤

8.   **Managing behaviour using a graduated strategy response**

On the child's desk and on the teacher's desk there is a graduated strategy response triangle which can be pointed to by the teacher/staff in class to highlight where the child currently is on the behaviour scale (appendix 1) . The first 3 steps on the graduated response chart enable teachers to target low level disruptive behaviour and are used to inform a child that they need to address their behaviour. Teachers can go through the successive steps on the chart to encourage and support the child to improve their behaviour.   The 4th step highlights and warns the child that a continuation of the behaviour will result in a consequence. The 5th step is when a consequence is introduced and the 6th step enables a child to reflect and make amends for their behaviour, through a process of Restorative Justice.

Step 1) Distraction/deflection/de-escalation strategies phase – allow time for the child to 'take up the opportunity you are offering' and room to be flexible and adjust/ try another strategy before moving on to a 'Look'. Refer to another child who is modelling expected behaviour using **PIP - Praise in Public**

Step 2) Look with pause using clear positive body language and facial expressions- **modelling respect at all times.** Whilst teaching younger child to recognise and respond to a 'look' staff may choose to verbalise what they are doing e.g. 'I am giving you a look because I would like you to be quiet whilst I am explaining this activity- thank you.' You may also want to use the Makaton sign for 'look' to help.

Step 3) Verbal RIP - A quick '**Reminder in Private'** of expectations relating to the 3 R's and safety (simple and clear) Focus language on desired/ safe behaviours you want to see (e.g. 'Billy, I'd like to see you taking responsibility for staying seated whilst I am teaching you this part. Billy, you're a respectful pupil, show me how you can listen."

Step 4) Warning: a one-to-one short intervention (30 seconds, eye-level or lower, non-threatening). Ideally this should be done discreetly. However, this is when a clear message is given that a continuation of the behaviour will result in a sanction

Step 5) Consequence: this is issued either for continual low level disruptive behaviour or for a more significant action which requires an immediate consequence (Teachers and children can refer to the consequence guidelines which matches the consequence to the level of severity.) *If a consequence is issued it should be logged on ARBOR. Parents may need to be notified depending on severity.*

Step 6)   Reflection: After the consequence has been issued and undertaken, time is taken with a trusted adult to reflect on their behaviour and discuss steps so that it doesn't happen again. This does not have to happen immediately and should be at a time when learning will not be missed. Reflections should take the form of Restorative Justice and relate to the 3 R's. SLT can be brought in to support, if necessary.

Behaviour Support Plans

For some children, who have recognised complex needs with regards to behaviour, an Individual Behaviour Support Plan will be created in liaison with the SENCO team. This falls outside the graduated response chart and will be bespoke for the individual child and linked to their EHC / SEND support plan. Teachers and staff in the class and year group should have a very clear knowledge of the Support Plan and this be reviewed regularly.

9.   **Restorative Justice at Midfield Primary School**

What is it?

Restorative justice actively engages participants in a process allowing them to make amends for the harm caused by their behaviour. Restorative approaches acknowledge the intrinsic worth of the person and their potential contribution to the school community. Restorative approaches aim to:

- ➢ Improve behaviour and attitudes
- ➢ Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm
- ➢ Improve relationships; establish rights, accountabilities and responsibilities to the community
- ➢ Provide a safe philosophical basis for staff, pupils and parents to share ideas and discuss issues

What does it look like in school?

A restorative conversation between a key adult/s and pupil/s involved. A 'walk and talk' or talk and task' activity is used to engage children in conversations, encourage collaboration, honesty whilst removing fear to address their behaviour. If children clam up, prompts, scaling emotions or postponement and support can be offered.

Why do we need to do it? (Research or evidence base?)

Restorative approaches aim to build the school community and to repair and strengthen relationships within it. These approaches foster an awareness of how others have been affected by inappropriate behaviour. We use it to embed an ethos that all mistakes can be a learning process and are a natural part of human nature and life; that they can always be repaired and made safe again.

When is it used?

As part of the graduated approach to managing behaviour and as a default mode that underpins all responses to negative behaviour. It is used to focus the response to understanding the impact of someone's behaviour, not the shame of the behaviour itself. Not every incident needs to be resolved with a restorative conversation. It is needed when:

➢ trust has been broken
➢ behaviour has gone below the minimum expectations
➢ tempers have been frayed
➢ manners have disappeared
➢ things have been said that should not have been said

How do we use/ do it?

During the conversation up to 5 restorative questions are asked, these can be any of the following:

➢ *What happened?*
➢ *What were you thinking at the time?*
➢ *What have you thought since?*
➢ *How did this make people feel?*
➢ *Who has been affected?*
➢ *How have they been affected?*
➢ *What should we do to put things right?*

10   Consistent ethos and responses:

➢ We do not use the word "punishment". Children receive "consequences" for their actions
➢ We have *Zero Tolerance* of *any form of* **discrimination** including racism, homophobia, disability discrimination, sexism etc.
➢ We have *Zero Tolerance* of *any form of* **bullying.**

 We proactively raise the profile of these issues within our school community with a schedule of events throughout the year to ensure they become a prominent aspect of our school culture.

11   Reporting Incidents on Arbor

A significant behaviour incident must be recorded on Arbor - This would usually be at stage 6 of the graduated response but could be earlier if deemed necessary

A behaviour incident is usually distinct from a safeguard issue but the behaviour impacts on the safety of anyone then it should also be recorded on safeguard.

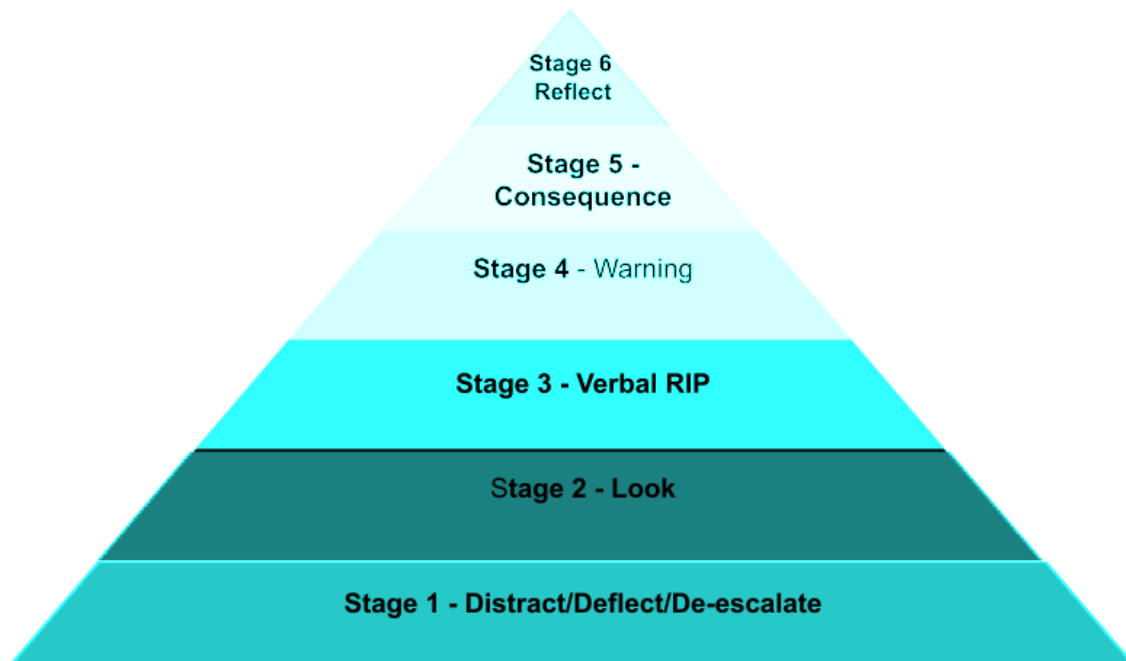Reporting process is outlined on Appendix 3

Appendix 1

Figure 1: Graduated Response to Behaviour

Appendix 2

Graduated Response and Consequences

This is not an exhaustive list and teachers can adapt to suit their own requirement

Graduated Response	Behaviours	Consequence Options
Level 1	- Calling out and Disturbing others Distracting Others e.g fidgeting, talking making noises - Disrupting a lesson e.g throwing a rubber, being silly - Not trying your best - Not completing set tasks - Answering back, being rude, muttering, eye rolling etc - Whispering or talking over others - Not following general school rule - lining up, jumping in corridor	- No consequence if pupil adjusts behaviour - Rule reminders and redirection using graduated response
Level 2	- Persistent Step 1 behaviours - Being rude to an adult - Not following adult requests - Making personal insults - Purposely breaking equipment - Grabbing/pushing and shoving/arguing with each other without injury - Using rude words - Hurting another child (words or actions without injury)	- Consequences will depend on the child's reaction. - A positive response to change behaviour and accepting of responsibility could lead to no further consequence. - However a negative response can lead to: - Recorded on Arbor - A negative dojo point - Time out in another class - Loss of play or Lunch break with class teacher or another adult. - An apology letter - A reflection sheet completed - Parents informed
Level 3	- Persistent Step 2 behaviours - Refusing to follow instructions - Pushing/shoving/fighting - Hurting each other on purpose - Taking things without permission - Swearing and offensive word directed to children or adult	- A negative dojo point and a message on dojo to parents indicating this - RJA with a Senior Leader/ Senior Teacher/ SENCO/Pastoral Team - Loss of Play and Lunch break - Recorded on Arbor - Possible removal from class activity or school activity that doesn't infringe on learning (e.g trips, football match, class rewards) - Parents informed of behaviour - A White Report - This is a report sheet that the teacher records with the child every session monitoring their behaviour for a period of one rolling week. Can be upgraded to a yellow report

Level 4	• Persistent Step 3 behaviours • Deliberate violence with intent to cause harm. • Deliberate defiance impacting on others • Bullying behaviour	• Meeting with SENCO, SENIOR Leader, Parents to organise a consistent behaviour plan • Parents informed in a meeting and a letter issued warning that further behaviour may result in potential exclusion • Loss of Play and Lunch times beyond one day with SLT • Recorded on Arbor by Senior Leader or SENCO • Possible time spent out of class • A Yellow report. Operates in the same way as a White report but his time goes home at the end of each day for parents/carers to sign
Level 5	• Persistent level 4 behaviours • A serious incident of violence/aggressive behaviour • Serious fighting including kicking, punching, where someone gets hurt • Hitting an adult on purpose • Purposeful Racism/Bullying/Homophobia and Sexism • Swearing intentionally at an adult • Putting the school into disrepute	• Meeting with Headteacher • Recorded on Arbor • Internal Exclusion • Meeting with Parents • Fixed term exclusion • Permanent exclusion • A Red report. Requires the pupil to report to Senior leader each and every break, lunch and end of day

Appendix 3

Reporting Behaviour Incidents

Logging behaviours

Usually applicable for level 6 and above on graduated response chart. But can be earlier if felt necessary

All behaviours need to be logged. The logging system is for our records. It is not to be confused with dealing with the incident, or communicating an incident for someone else to deal with. It should be recorded after the incident has been dealt with.

Go to Arbor

- ➢ Go to Log in Behaviour Incident
- ➢ The incident should be put in for the perpetrator of the behaviour
- ➢ Fill in the form as indicated
- ➢ For type of behaviour put the type you feel most accurately represents the behaviour type.
- ➢ In most cases assign the incident to your line manager e.g. – PTP to Teacher, Teacher to Head of Key Stage. Mr Le Conte (KS2) Ms Moyle(KS1)
- ➢ In the Incident Summary – write a brief description of the incident. Keep it simple and use bullet points. Explain what action was taken.
- ➢ Once all logged press next

The person receiving the log

Will have a notification in the 'To do' section of Arbor which needs to be responded to.

In most case this is **simply to press resolve** and the incident is logged and completed.
If you feel that a note needs to be added – add note and then press resolve
If the incident requires more information and further action then you will need to investigate further.