Defford and Besford Church of England
Primary School

"Through Faith, Friendship and Fun we Learn and Grow"

Behaviour Policy

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Behaviour policy

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1. Introduction

At Defford and Besford CE Primary School we believe that "Through Faith, Friendship and Fun we Learn and Grow." The Bible teaches that people who follow Jesus' teaching "are strong. Like a tree planted by a river. The tree produces fruit in season, and its leaves do not die. Everything they do will succeed." (Psalm 1) Our vision allows us to create an environment that helps us flourish. Good behaviour is fundamental to our aims.

Poor behaviour can describe many things. It could be behaviour that is distracting to oneself, to others, or to the teacher. It could include actions that insult or endanger safety. This policy considers any behaviour that detracts from the academic and social success of the school community, along with behaviour that diminishes the dignity of staff or pupils.

Good behaviour is not simply the absence of poor or bad behaviour. Good behaviour includes aiming towards pupils becoming flourishing learners and human beings. So, while good behaviour does include the absence of, for example, vandalism and rudeness, it also describes behaviour that is more broadly desirable. This includes helping pupils to learn good habits of learning, reasoning, interacting with adults, coping with adversity, or intellectual challenges. This could also describe the learning behaviour we wish to see develop in pupils such as behaving as a scientist, an artist or a mathematician.

This policy was written in accordance with the Department of Education's: *Behaviour in schools: guidance for headteachers and school staff* and *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.*

2. Culture

At Defford and Besford CE Primary School we have a culture that allows staff and pupils to flourish. We believe that exceptional behaviour is not achieved simply through a toolkit of behaviour management strategies. It lies in the behaviour of every adult at the school and their ability to create a culture of certainty.

This culture of certainty ensures that children know that they will be recognised and praised for going over and above and that poor behaviour will result in consequences. Certainty helps everyone to feel safe supported and reduces anxiety.

To achieve that certainty, adults working in the school use this behaviour policy consistently to support pupils in learning the behaviours that they need to be successful learners. We do not hide them, we teach them to the children just as we teach them the rest of the curriculum. We recognise that some children will need additional support with their learning of behaviour but all children can learn how to be successful learners.

3. Relationships

All adults working at Defford and Besford CE Primary School are role-models to the children. We know that whilst many children will follow the rules of a school, some will follow people first. Relationships are key to ensuring pupils feel safe in school and are a fundamental tool to supporting pupils to manage their behaviour.

Positive relationships are built from positive interactions. Adults in school need to build a culture of certainty. This builds trust, pupils know where they stand, they know exactly what to expect and trusting, positive relationships grow.

Frequently, pupils who display the most challenging behaviour will not follow the rules and expectations set by a school. These children need positive relationships to be built, allowing them to follow the adult first, then the rules will follow.

Experts in building relationships and in managing behaviour ensure absolute certainty. Pupils know exactly what will happen when unwanted behaviours are present. Those seeking to disrupt know what will follow and those being disrupted know that disruptions will be dealt with. All children know that they will be recognised for going over and above and that poor behaviour will result in consequences. Certainty is at the heart of all exceptional behaviour practice.

4. Rules

Building upon the need for certainty across the school, it is important for all staff, pupils, parents/carers and governors to have a clear, known set of rules that can support all behaviour. To ensure that everyone knows the school rules we have just 3. These 3 rules are inspired by Paul Dix's (When the adults change, everything changes) approach.

Be Ready
Be Respectful
Be Safe

Be Ready – we arrive at school with a 'can do' attitude. We want to learn and grow together, in-line with our school vision. We engage in our lessons and our learning appropriately. We ensure we have what we need for our learning, equipment, clothing and that we are well rested.

Be Respectful – we respect ourselves, each other and our environment. We work together to ensure a culture of respect in and around our school. We know that our behaviour can affect both our learning and the learning of others in our school. We work together to ensure that everyone is made to feel welcome in our school.

Be Safe – we need to feel safe to learn well. Our safety and the safety of others is incredibly important to the success of our learning in school. We work together to ensure that our behaviours do not put ourselves or others at risk. Feeling safe helps us to feel ready to learn.

These 3 rules are shared across the school. They are displayed around our school and support our learning and growing throughout the school day. Staff recognise and praise us for following these 3 rules. Staff help to remind us if we forget these rules.

5. Rewards

We believe that to successfully build a school that supports pupils with their learning and growing, we need to deliberately notice and reward the behaviours that go above and beyond expectations.

We know that if we reward the minimum standards, then our pupils will aim for the minimum standards. We consistently reward pupils for going over and above.

The best, most effective way of recognising a pupil's achievement is to communicate this home. We do this in numerous ways that include: star certificates given during celebration assembly, speaking to parents/carers at the end of the school day and sending home praise postcards. A positive note home is a powerful message to a pupil that their over and above behaviour has been recognised.

Methods of recognising and praising children going over and above include:

- Whole class adding marbles to a jar for a collaborative reward
- Verbal praise

- Showcasing to the rest of the class
- Phone call home
- Speak to parent at the end of the day
- Praise postcard
- Special roles in the classroom e.g. line leaders
- Stickers
- Visit another member of staff
- Visit the headteacher

Recognition boards
In class we use recognition boards to support pupils learning of the behaviours. These can either be used to highlight an individual who has gone over and above with their behaviour. Or staff may wish to target a particular expected behaviour eg. Speaking politely, asking good questions, maintaining a tidy desk, accurate peer feedback, helping others. Every time a child demonstrates the behaviour their name is added to board. The aim is to get as many names on the recognition board as possible. No reward is given but this method develops a feel of community, appreciation and belonging whilst promoting good behaviour. Names are not removed from the board; this helps to reinforce the positive and create a shared culture of clear expectations.

Collaborative reward systems
These will be used to encourage social or learning behaviours. Adults or pupils in the class can nominate for e.g. a marble being placed in the pot, as someone or a group of children have demonstrated being ready, respectful or safe. The emphasis is on children working together as a team. The marbles in the jar will usually be linked to Golden Time on a Friday afternoon but also include additional agreed whole class rewards at the discretion of the class teacher.

6. Sanctions

Dealing with negative behaviour is an incredibly important process to get right. We aim to deal with positive and negative behaviours in very different ways. Positive behaviours are praised and shared very publicly. Poor behaviour is dealt with quietly and privately. We aim to create a culture where positive behaviour is celebrated so others see what we want. The poor behaviour of a child is not everyone's business. We do not want to advertise it. When children do behave badly, we save our emotion. We save our enthusiasm and energy for when behaviour is over and above.

We use the approach of Praising in Public and Reminding in Private.

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. When behaviour is

displayed that falls below our expectations, we will follow a stepped process. All staff retain ownership for these processes and SLT may be called to offer support, but not to complete the process for staff.

Step 1: Reminder

A reminder of the 3 simple rules: ready, respectful, safe

Step 2: Caution

A clear caution, making the pupil aware of their behaviour and clear communication of the consequences if they continue. "I am always expecting kind hands. When children don't use kind hands, they need to sit separately so that everyone is safe."

Step 3: Last Chance

A final opportunity to engage. A 30 second scripted conversation should be used at this point (see appendix).

Step 4: Reflection time

A few minutes for the child to calm down, breathe and compose themselves. This may be in a different space. "I can see that you are still finding this hard. Would it help you to have some time in the nurture room/your safe space/away from the classroom?"

Step 5: Repair

A restorative conversation; this may be informal or a more formal discussion, depending on the needs of the child. We do not expect children to say sorry but encourage them to consider how they could 'repair' the situation. Children may need to spend some time completing the missed work or thinking about how they could behave next time. This time should be dependent on the age of the child and should never take away their whole break or lunch time. They still need the time to release their energies outside of the classroom.

Consequences implemented will give children the chance to reflect on their behaviour or, in more serious circumstances, parental phone calls home or a parental meeting. They are designed to encourage the child to make good choices and understand that their actions have consequences. For example, not completing work in class, due to choices made regarding behaviour that is not reflective of our school values, results in lost learning time which then needs to be paid back.

• Reflection Time – a reflective time where the child and the class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or

lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

• Pay it Back time – is an appropriate action linked to incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, "Ready, Respectful, Safe" work may be sent home. Another example would be if there has been vandalism in the playground, we may ask the child or children involved to help repair the damage.

• Parental involvement – we feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing behaviour engagement with learning is always our primary aim at Defford and Besford CE Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Boundaries' for dealing with poor conduct.

Serious incidents

When a child's behaviour puts themselves or others in danger or when behaviour shows a serious lack of respect such as racism, homophobia or bullying a more serious sanction is required. In these situations, it is appropriate to refer the child to the Headteacher.

In some serious cases of behaviour that is dangerous or highly disruptive, pupils may need to be removed from the class. Teachers will direct pupils to an alternative location in school for the pupil to move to, to help them calm down and refocus ready to learn. When told to move to an alternative location, pupils are expected to follow instructions.

"Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils." *Behaviour in schools: advice for headteachers and school staff*

In many cases, after a serious incident the headteacher will hold a restorative conversation with the pupil. This conversation will be recorded, and the nature of the conversation will be shared with the pupil's parents/carers and the staff team. This will require follow-up by

the headteacher in the hours, days, weeks and possibly months following to ensure that suitable learning has taken place.

Some children's behaviour communicates an unmet need. How we treat the most damaged, the most vulnerable and the most behaved children at our school reflects our humanity.
Pupils with past trauma or attachment disorder, will have gaps in their empathy that can take a lifetime to heal. Their state of readiness to protect themselves is permanent. These children will require significant additional support with managing their behaviour.
Teaching self-talk is often a great starting point. Children can be supported to learn and repeat phrases such as "I am in control of myself", "I am ok", "I can stop myself" and "I can choose to be calm." This can help build relationships and improve self-regulation.

Children with specific needs that affect their ability to control their behaviour should be referred to and supported by the school's SENDCO. When working with these children, staff should keep in mind that they need to meet the needs of the child, not the label that they may have. Each child is a unique individual and should be treated with care, kindness and respect.

Staff will not create their own punishments. This policy will be used to teach appropriate behaviour that relentlessly promotes positive behaviour and supports children to make good choices.

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. This could involve a temporary placement at a Pupil Referral Unit. Managed moves should only occur when it is in the pupil's best interests.

Summary of rewards and sanctions

- Children are warmly welcomed into school every day
- Children feel important, valued and like they belong
- Positives are celebrated publicly
- Collaborative Rewards
- Recognition boards support the teaching of behaviour in lessons
- Our 3 rules are repeated and taught daily
- We do not shout
- Our main attention and energy are given to those doing the right thing
- Recognise and enthusiastically praise behaviour that is over and above

- Teach and share high expectations
- Remove emotion from behaviour interventions
- Deal with poor behaviour quickly and privately
- Develop and use scripts that match this policy
- In serious cases pupils may need to be removed from their learning environment

Outside of lessons

This approach to behaviour management is to be used regardless of where the children are. The same principles and approaches are to be used on the playground, at breakfast or afterschool club, on educational visits and during residentials. Praise in Public and Remind in Private remain corner stones of our approach.

Outside of school

Schools have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

The school will consider appropriate sanctions in response to non-criminal poor behaviour and bullying that occurs off the school premises or online and which is witnessed by a member of staff or is reported to the school. This may include working with the local authority to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, that we may decide to sanction for include:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school

7. Roles and Responsibilities

The behaviour support at Defford and Besford CE Primary School is the responsibility of everyone working at the school. All staff are expected to know and adhere to this policy. Our approach is to create a consistent approach with no surprises for pupils. This relies heavily on everyone using the exact same approach.

Alongside this policy is a one-sheet summary of the core expectations. This is provided to all staff alongside the policy during induction and is displayed clearly in the staff room as a daily reminder of our consistent approach.

Headteacher

It is the responsibility of the headteacher to ensure that all staff have read and understood this policy. The headteacher should provide support and training for all staff to ensure everyone is able to deliver on the requirements of this policy.

It is also the responsibility of the headteacher to monitor the successful use of this policy. Observations, learning walks, pupil voice and staff voice should support the monitoring of this policy.

9. Fixed term and permanent exclusions

At Defford and Besford CE Primary School we believe that staff and pupils are entitled to a safe and secure environment in which to learn and succeed. The safety and well-being of all members of the school community is paramount.

For most pupils, exclusions may not be necessary, as other strategies can support them in managing their behaviour. If other approaches of behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

The decision to exclude a pupil may be taken in the following circumstances:

- In response to a serious breach of this behaviour policy
- If allowing the pupil to remain in school may harm the education or welfare of other persons or the pupil him/herself in the school
- Serious actual or threatened violence against another pupil or a member of staff
- Persistent bullying
- Persistent prejudice-based harassment or hatred-based acts.

Types of Exclusion

Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. An internal exclusion is a discretionary measure where a pupil's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for a suspension/ exclusion. During an internal exclusion, the pupil will work in a different room within school and will be provided with

work from the class teacher to complete during the time. An allocated adult will supervise the child during the internal exclusion.

Fixed Term Exclusion

A fixed term exclusion is where a pupil is temporarily removed from school, for a specific period. The DFE regulations outline that this can be for up to 45 school days in one school year, even if a child has changed schools. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. A fixed term exclusion may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where fixed term exclusions are becoming a regular occurrence for a pupil, the headteacher will consider whether this alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

Permanent Exclusion

A permanent exclusion means that a pupil is being removed from the school roll. However, the head teacher must not remove a pupil's name from the school admissions register until the outcome of the Independent Review Panel (if this route is followed by parents).

Procedures for a Fixed Term Exclusion

If a child is to be excluded, parents will be notified immediately by telephone and will be given a letter on collection of the pupil. The parent/carer will be informed of the following:

- How long the exclusion is for
- The reason for the exclusion
- The parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in Section 4.1 of the Exclusion Guidance and how the pupil may be involved in this)
- Where an excluded pupil is of compulsory school age the headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours
- Work/resources provided to be completed during the time not in school
- When the reintegration meeting will be

Reintegration Meeting

After a fixed term exclusion, the pupil and parent/carer will be requested to attend a reintegration meeting with a senior leadership member of staff. At this meeting the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will also be discussed.

Support around Behaviour

The following strategies will be used to avoid permanent exclusion:

- Adapted Curriculum
- Behaviour Support Plan
- Pastoral Support Plan with targets reviewed every two weeks (see below)
- Reduced timetable as part of a Pastoral Support Plan
- External Agency involvement such as a pupil referral unit

A Pastoral Support Plan (PSP) is a 16 week structured method of monitoring behaviour and is separate from an Individual Education Plan which is used to monitor teaching strategies and progress of children who have been identified as having special educational needs. PSPs positively outline goals, strategies and targets to enable a child to improve their behaviour. They are reviewed regularly. Parents/carers should be invited to be involved with the PSP. All pupils on a part-time timetable should be on a PSP and any changes to that timetable should be included on the PSP.

Right to Appeal

For fixed term exclusions of five days or less, parents/carers can write to the school governors stating their case. Governors must consider your representations but they cannot overturn the decision.

For all other fixed period exclusions where a pupil would be excluded for more than five school days in the term but not over 15 days, parents/carers have the right to make representations, and the governing body must consider within 50 school days of receiving notice of the exclusion whether the excluded pupil should be reinstated. If a parent/carer does not make any representations, the governing body is not required to meet and cannot direct the reinstatement of the pupil.

Procedures for a Permanent Exclusion

If a child is to be permanently excluded, parents will be notified immediately by telephone and will be given a letter on collection of the pupil. Parents/carers will be given an information pack from the Exclusions team which outlines the options available to continue the pupil's education at this time. Parents/carers will need to confirm with the Exclusions team which option they will be taking (Return to another mainstream school, Elective Home Education , Private Education or placement at the identified Pupil Referral Unit/Alternative Provider)
Within three school days parents/carers will be contacted by the placement offered as 6th day provision by the Local Authority, and an induction meeting will be arranged if the placement is accepted Within six days of the exclusion the pupil will be able to start at the Pupil Referral Unit/Alternative Provider if agreed by the parent/carer

Right to Appeal

Parents/carers will be invited to attend a School Disciplinary Committee Meeting (SDC) which must be held within 15 school days of the permanent exclusion. Exclusion documents will be sent to the parent/carer from the school five days before the meeting. The meeting will be held and if the decision is to reinstate the pupil, they can return to school. If the decision is upheld the parent/carer disputes the governors' decision or the process followed an Independent Review may be requested by writing to the named person in the decision letter, giving clear reasons for the request for a review of the decision. This request must be made within the timescales set out within the letter from the Governors.

The Independent Review Panel (IRP)

The IRP may uphold the governors' decision, recommend that the Governors reconsider their decision, or they may quash the permanent exclusions and direct the governors to reconsider their decision.

Additional information

Due to the serious nature of fixed term and permanent exclusions, as a school we follow the Department of Education's guidance document titled "Suspension and permanent exclusion from maintained schools, academies and pupils referral units in England, including pupil movement." August 2024.
Suspension and permanent exclusion guidance

Behaviour at Defford and Besford Church of England Primary School

Through Faith, Friendship and Fun we Learn and Grow.

Staff at Defford school will

- Treat others with kindness, calmness and consistency
- Care about the whole family
- Give children space and time to talk about the feeling which drive their behaviour
- Support children to move around all areas of school calmly

Our rules:
Be ready
Be respectful
Be safe

Over and above behaviours:
Consistently working hard
Being a kind, supportive friend to others every day

Restorative questions:
What happened?
How were you feeling at the time?
How do you feel now?
How did the behaviour affect others?
What could we do to put things right?

Consequences:

1. Reminder of rules/expectations
2. 5 minutes with an adult at next break (can be earned back)
3. 10 minutes with an adult at next break
4. Serious behaviours lead to a conversation with the Headteacher: parents/carers may be contacted.

Possible scripts:
"Remember our rule to be safe. Show me you know how to use the equipment."
"You need to complete three more questions. I know you can work really well because you did a fantastic piece of work ..... I want to see that attitude now and I know you can do it."
"I can see you are upset. I want to help. When you are ready, tell me about it and I'll listen. Let's go over here....."
"It looks like you might be feeling frustrated. I can understand why. Let's sit over here and calm down together, that will help us to make the right choice."

30 second script examples:

• I noticed you are…
(having trouble getting started/struggling to get going/wandering around the classroom)
It was the rule about… (lining up/staying on task/being unkind to others) that you broke.
You have chosen to… (move to the back/catch up with your work at lunchtime).
Do you remember last week when you… (got star of the week/completed all of your learning/were kind to your friend)? That is who I need to see today…
Thank you for listening. (Then give the child some 'calm down' time)

• I would like you to understand that every choice has a consequence. If you choose to do the work that would be fantastic, and this will happen…
If you choose not to do the work, then this will happen…
I will leave you to make your decision.

• Do you remember yesterday when you helped me to tidy up? That is the person I need to see today; that is the person you can be all the time.

• Your behaviour right now is disruptive. I believe you can turn this around and be a success.

• I know you will … (help to clear the mess off the floor)