



### Policy Statement

'Adults are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.

Build a school that is full of them and there are no limits to achievement.'

Dix, P. 2017. *'When the adults change everything changes'*. 3<sup>rd</sup> Edition Independent Thinking Press, Williston.

We believe that all adults adhering to a whole school approach is essential to promoting good behaviour to enable children to learn and to lead successful adult lives. Our school has high expectations of behaviour for all our community and our policy is designed to ensure children and adults alike, feel safe, happy and have the opportunity of learning together to achieve and be the best they can.

Our drive to support positive behaviours through working in partnership with all significant parties, was recognised in our latest Ofsted 2019 report:

'Pupils who have, in the past, presented more challenging behaviour now have excellent behaviour as a result of teachers' and leaders' work with them and their families. The support for some younger pupils with specific behavioural needs is of a very high standard and enables them to take a full part in school life.' Ofsted 2019

This policy has been developed with regard to the Promoting Alternative Thinking Strategies (PATHS) programme, Norfolk STEPs principles and training, the Education Endowment Foundation's 'Improving Behaviour in Schools' 2019 guidance 6 recommendations (see appendix 1) and Charlie Taylor's behaviour checklist 2011 (see appendix 2).

### Purpose and Aims

'The best schools have absolute consistency. I don't care about the system they use. The critical difference is that people sign up to it and adults act with one voice and one message: 'This is how we do it here'.

Dix, P. 2017. *'When the adults change everything changes'*. 3<sup>rd</sup> Edition Independent Thinking Press, Williston.

The purpose of the policy is to ensure a consistent and positive approach to behaviour management at Stoke Holy Cross. The policy and our behaviour management procedures are constantly discussed and reviewed by all staff.

The aims of our Behaviour Policy reflect and support the school aims.

- To provide all pupils with a safe, accessible, secure, caring and friendly learning environment where discipline is positive, firm, fair, consistent,
- To enhance self-esteem, the development of self-discipline and positive relationships is crucial to behaviour management through the content of the curriculum, especially **PATHS**,
- To support pupils in making a positive contribution – children learn social skills and can articulate their emotions when dealing with conflict (**PATHS**),
- To ensure that expectations of behaviour are clearly communicated to children,
- To foster positive, caring attitudes towards everyone, where achievements at all levels, and good behaviour, are celebrated and valued,
- To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others,
- To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour,
- To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents,
- To effectively manage incidents of bullying, sexism or racism if and when they occur,
- To provide all staff, governors and visitors with a safe, secure and accessible environment,
- To ensure that all staff, governors and visitors receive equal regard and equal opportunity,
- To ensure that all pupils receive equal regard and access to the curriculum;
- To provide a balanced education embracing the framework of the National Curriculum to help each pupil towards reaching their full potential,
- To ensure value for money and sound financial management.

It is the responsibility of the governing body, in consultation with the head teacher, school staff, parents and pupils to establish the general principles underpinning the behaviour policy.

## Values

The values we will encourage in our pupils are:

- a desire to do their best for others and themselves;
- respect for the work, values and ideas of others;
- a desire to enhance the reputation of the school.
- a desire to take care of and improve their learning and wider environment.

The values we will apply to the work of the school are:

- putting the needs of the pupils first through the development of the highest quality professional planning, preparation and provision for the pupils in our care;
- offering a safe and secure learning environment where the needs of pupils are responded to with care and consideration;
- promotion of personal and professional development and overall well-being of pupils and staff;
- recognising the worth of all members of the school.

## Expectations

‘Pupils at this school are exceptionally well behaved. Staff have a very strong, positive relationship with those in their care. Pupils are highly supportive of each other, in class and across year groups in their playtime.’ Ofsted 2019

We believe that good behaviour is only achieved by making reasonable demands on children. They need to see that expectations are reasonable. Sanctions can only be applied in an atmosphere of understanding that

promotes courtesy, thoughtfulness and helpfulness. Acceptable patterns of behaviour and good work habits will flourish in a firm, fair and friendly school.

The children at Stoke Holy Cross are expected to be polite, considerate and thoughtful. They are required to conduct themselves in a sensible manner in all areas of school, especially in class areas and corridors. All children in class must contribute to an atmosphere which allows careful thought and concentration on the specified task. Orderly movement around school is promoted by lining classes at the start of school and end of playtimes on the ringing of the school bell.

## Role of Staff

‘A flexible but consistent approach is not a soft option and requires considerable resilience in the adults who are trying to support and teach young people immersed in their own difficulties’

Cornwall, J. 2015. *‘The Human Element in Education: Nurture, Self-efficacy and the Psychology of Academic Inclusion’*, Cambridge Scholars Publishing, Newcastle upon Tyne.

Adults have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has a significant influence on the children.

Adults should aim to:

- create a positive climate with realistic expectations,
- emphasise the value of the individual within the group,
- Learning behaviours. We recognise the importance of making time to establish a basis for shared behaviour and learning expectations at the start of every year. During this establishment phase, teachers teach children skills necessary to:
  - co-operate and show tolerance
  - listen attentively and provide and receive constructive feedback
  - understand the importance of trying their best, reflect on their work and effort
  - balance imagination with strategic thinking
  - be resourceful
  - ask good questions
  - persist when faced with difficulty.
  - develop resilience. This approach will be reinforced throughout the year to achieve consistency.
- encourage relationships based on kindness, respect and understanding of the needs of others,
- ensure fair treatment for all regardless of age, gender, race, ability and disability,
- show appreciation of the efforts and contributions of all,
- reassure children that in rejecting aspects of their behaviour, we are not rejecting them as individuals,
- understand special needs of pupils,
- have suitable support in place for pupils with special needs, where behaviour is a significant barrier,
- have clear behaviour plans for pupils with behaviour difficulties.

Essential to good behaviour management is the relationship between the adult and the children in the class. The following points will support good behaviour management:

- Be organised and on top of things – ‘failure to prepare – prepare to fail’,
- Be consistent in your expectations and reactions, using agreed scripts to support adults and children,
- Talk quietly whenever possible to establish a calm atmosphere,
- Raise your voice rarely and only for effect,
- Mean what you say – don’t make empty statements,
- Try to be pre-emptive e.g. in the way you seat children, by controlling movement around the room and school and by organising resources so that they are clearly labelled and available when needed,
- Have clear routines that you have explained to the children,
- Be clear about jobs and responsibilities – display them for everyone to see,
- Try to stay calm and positive – or at least give the appearance of calm!

## Managing Behaviour in the Playground

When you are on duty, the following points will help maintain positive behaviour:

- Be outside before the children,
- Be consistent and enforce playground rules at all times,
- Lunchtime supervisors are PATHS trained and encourage the children to follow the 3 steps for managing their emotions and dealing with conflict:
  - Stop – calm down (Turtle)
  - Tell me what the problem is and make a plan
  - Go with the plan,
- Be vigilant and intervene early if a situation looks tense,
- Move around the playground making sure that all areas of the playground can be seen by staff on duty,
- Staff should be in the corridors/at doors after play to encourage safe and sensible movement about the school. The aim is to move towards independence based on trust.
- Staff on duty at break time are expected to deal with minor incidents of inappropriate behaviour,
- Any significant playtime incidents should be reported to the child's class teacher.
- Safe Zone – session over lunch time as a result of significant/repeated physical harm to self, others or property, insults, intimidation or bullying. Children will miss the whole lunch time, have reflection time through an activity and a report will be filed.

All adults are responsible for dealing with incidents in and around school. Refer to the Head Teacher, if in need of support. Non-negotiable behaviours include: intentional swearing/ fighting/use of homophobic, racial or derogatory remarks.

## Role of the Head Teacher

The Head Teacher has responsibility for:

- implementing the school behaviour policy consistently throughout the school,
- ensuring the health, safety and well-being of the children,
- supporting staff with implementing the policy,
- ensuring staff have access to training – PATHS training, Norfolk STEPs (de-escalation skills/strategies), awareness of specific group needs,
- setting the standards of behaviour,
- visiting the dining hall, playground and visible at the beginning and end of the day (shared with SLT),
- checking pupils come in from the playground in an orderly manner (shared with all staff),
- checking the building is clean and well maintained (shared with SLT),
- taking action when staff fail to follow the behaviour policy,
- praising the good performance of staff,
- praising good behaviour of children and celebrating successes,
- monitoring amount of praise, rewards and sanctions given by individual staff,
- ensuring staff understand special needs of pupils,
- ensuring that there is suitable support in place for pupils with special needs,
- monitoring the behaviour incidents recorded on Pupil Asset,
- reporting to the governors on the effectiveness of the policy.

“There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.”

Sir Kevan Collins Chief Executive 2019 *'Improving Behaviour in Schools – Guidance Report*, Education Endowment Foundation

## Role of Parents

The involvement of parents is crucial so they are well informed and can be actively involved in supporting the school-pupil-parent partnership. The Home-School Agreement forges this relationship and outlines responsibilities.

We expect parents to support their child's learning and behaviour. We try to build a supportive dialogue between home and school and we inform parents if we have concerns about their child's welfare or behaviour. If the school has to use reasonable and agreed sanctions for a pupil, we expect parents to support the actions of the school. If parents have concerns about the way in which their child has been treated they should initially contact the class teacher and the Head teacher. If the concern remains, they should contact the school governors following the Complaints procedure.

## Whole School Approach for Recognising, Supporting and Promoting Positive Behaviour

Every member of staff is expected to give the highest level of pastoral care to the pupils.

- Good quality teaching
- Interesting and exciting learning
- Clear and consistent high expectations
- Implementation of PATHS strategies
- Praise for good behaviour/attitude/effort – verbal or written,
- Celebrating success (sharing learning in class, with the Head Teacher, in assembly, with parents)
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children involved in making the rules
- Children involved in agreeing consequences
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults

### Whole School Recognition/Reward Systems

- Dojos awarded for learning behaviour in class and at play,
- House points for Key Stage 2 pupils – given for work. The points accumulate weekly and are celebrated in assembly. A House Point cup is awarded at the end of the year to the winning house.
- Head Teacher Awards – pupils are nominated by adults to receive a pen for exceptional attitude, effort or work. Adult nomination or work is displayed on a board in the corridor. This achievement is logged on Pupil Asset and reported in the monthly newsletter.
- Celebration assembly – weekly lead by the Head Teacher or Deputy Head Teacher. Pupils are encouraged to share their achievements from outside of school activities.

### Rewards

While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on extrinsic rewards. We try to move them from extrinsic to intrinsic motivation. Adults have their own reward systems, which may include:-

- Marble jar
- Stickers
- Stamps
- Certificates

- Postcards
- Table points
- Notes home to parents
- Handwriting crown
- Quiet critters

## Whole School Approach for Recognising and Managing Inappropriate Behaviour

### Unacceptable behaviours include:

- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying
- Racist abuse
- Any form of fighting. Children should be helped to appreciate that “play-fighting” invariably turns nasty, whether intentionally or not, and someone is likely to get hurt
- Swearing
- Rudeness to any adult working in school, including refusing to do what an adult has asked them to do
- Disrupting other children’s learning
- Any damage or theft to property, whether classroom or school equipment or the property of others
- Any dangerous behaviour which puts the health and safety of themselves and others at risk
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don’t escalate.

### SANCTIONS – WHOLE SCHOOL APPROACH

#### Sanctions include:

- Adult disapproval or verbal reminders
- Discussion with an adult about the behaviour
- Removing a child from a situation (asking them to move)
- Follow up the refusal after the lesson or remove the class
- Redress/repay for any mess/damage incurred can be insisted upon and children enlisted to help, even if they are unable to make the damage good themselves (STEPS strategy). This should be after deescalation and directly related to the incident and outside of learning time.
- Withdrawal of privileges/freedoms, such as a play-time or participation in extra-curricular activities, the reasons for the deprivation being clearly explained, depending on knowing the child. Again, related to the behaviour or incident
- Referral to the Head/SLT
- Informing parents and/or involving parents in discussion

### Consequences

- Step 1 - A reminder of the rule.
- Step 2 - A warning with a sanction reminder.
- Step 3 - Sanction – appropriate to incident using ‘payback’ principle – child involved in agreeing a worthy action to make amends.
- Time Out - Moving to another seat in the classroom. Sitting quietly on the bench. Walking with an adult for a short time.
- Step 4 - Finishing your work in another classroom – sanction card.

- Thinking Time
  - Staying in at breaktime to finish your work – outside staff room.
  - Missing breaktime to think about your actions and how to put things right.
    - Step 5 - Your parents may be informed and behaviour charts/communication books may be in use.
- Step 6 - Exclusion
  - Internal—You will have to work or play in a separate place away from your classroom or playground.
  - External—You will have to work away from school.

## Strategies for Dealing with Persistent Unacceptable Behaviour

No school will ever be free of children who from time to time have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies. Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy.

### Strategies for dealing with persistent unacceptable behaviour may include:

- Regular discussion with children and parents
- Home/school communication books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Individual Behaviour Plans or behaviour target chart (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks)
- Internal seclusions (learning away from other children, on school premises but not in class)
- Planned time in the Safe Zone
- Team of adults working closely together to support the child
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies (e.g. S2S, EPSS)
- Pastoral Support Programmes (PSP)
- Physical intervention - 'Positive Handling' techniques. (by staff who have up-to-date Norfolk STEPs training) De-escalation is the **first** strategy and handling children is a **last resort**. Physical intervention of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed.)
- Fixed term exclusion
- Permanent exclusion

## Monitoring and evaluating

“It is reasonably straightforward to identify what a good culture might look like, but like a diet, the difficulty lies in embedding and maintaining it. This includes staff training, effective use of consequences, data monitoring, staff and student surveys and maintaining standards.”

Tom Bennett 'Pupil behaviour and teacher culture' 2017

### Leadership Monitoring

- Monitor amount and effectiveness of praise, rewards and sanctions given by individual staff,
- Monitor the behaviour incidents recorded on Pupil Asset,
- Make regular visits/learning walks to the classes to observe the behaviour in lessons, assembly, playtime, dinner time, before and after school.
- Monitor the implementation of the behaviour Policy and ensure it is regularly reviewed,
- Feedback the behaviour standards to the governor meetings.

### Governor Monitoring

- Make regular visits to the school to observe the behaviour in lessons, assembly, playtime, dinner time, before and after school.
- Feedback the behaviour seen on visits to the Head Teacher and at governor meetings.
- Support and challenge during meetings.

The staff and Governing Body will review this policy every three years. They may review it earlier than this, if necessary.

### **Related School Policies**

The following school policies are related to the Behaviour for Learning Policy:

- Safeguarding Policy
- Health and Safety Policy
- Anti-Bullying Policy
- SMSC Policy
- PSHE Policy
- Staff Code of Conduct
- Safe Use of the Internet Policy
- Admissions Policy
- Attendance Policy
- Administration of Medicines Guidance
- Special Educational Needs Policy
- Single Equalities Scheme
- Home School Agreement
- Parent Behaviour Policy

### **School Rules**

Our school rules have been developed in consultation with staff and pupils (September 2019). Alongside the rules we have also agreed rewards and consequences that can be consistently applied in lessons, at break and lunchtimes and on school visits. These are all displayed around the school and are attached to this policy (under development).

These are our school rules.

Everyone should work towards them to make our school a happy and safe place where we can all do our very best.

- Follow all instructions.
- Be a good listener when others are speaking.
- Keep hands, feet and objects to ourselves.

- Take care of each other, our school and our equipment.
- Treat everyone with respect.
- Allow everyone to learn and achieve their best.

Move sensibly around the school.

## **Playground Code**

Our Playground Conduct Code

We enjoy playtimes because...

- We are considerate, positive and patient.
- We share our games and encourage people to join in.
- We play sensibly and fairly.
- We look after each other and the equipment at all times.
- We use gentle hands and feet.

## **Government guidance on ensuring good behaviour in school**

Our school believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our schools. Our school has adopted the following Government guidance (The Department for Education, Ensuring Good Behaviour in Schools, 2013 – revised 2016):

### **Powers to Discipline:**

“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances.”

“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil’s property. Head teachers can also decide to suspend or to permanently exclude a pupil.”

### **Searching Pupils:**

“School staff can search pupils with their consent for any item which is banned by the school rules. Head teachers and staff authorised by the Head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items.”

### **Use of Reasonable Force:**

“All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.”

Stoke Holy Cross Staff updated the ‘Norfolk Steps’ training in Spring term 2019 - this accredited training teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others.

### **Exclusion:**

“The Head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.”

The decision to exclude a pupil from Stoke Holy Cross Primary School will be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

DfE and Local Authority guidance for exclusions will be followed and Local Authority model letters used to inform parents. The Chair of Governors and the LA will always be notified.

### **Malicious allegations against school staff:**

Where an allegation is made against any person working in or on behalf of the schools that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children, we will always follow the Norfolk Safeguarding Children Board procedures that can be accessed at <http://www.norfolkscb.org/> click on "Procedures and Protocols" and find Section 8 Safer Workforce and 8.3 entitled "Allegations against persons who work with children".

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Head teacher in a locked filing cabinet. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Appropriate disciplinary action will be taken against a pupil who has been found to have made a malicious accusation. Advice will be sought from the Local Authority Designated Officer (LADO) and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent exclusion.

### **Related Documentation and Guidance**

Department for Education

#### **Ensuring good behaviour in schools**

*Advice for head teachers, governing bodies, teachers, parents and pupils on good behaviour in schools.*

**Departmental advice** 25 April 2012 (Reviewed 2016)

#### **Use of reasonable force**

*This is non-statutory advice to clarify the use of force in schools for governing bodies, head teachers and school staff.* [www.gov.uk/government/publications/use-of-reasonable-force-in-schools](http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

**Departmental advice** 31 May 2012 (Reviewed 2015)

#### **Behaviour and Discipline in Schools**

*Advice for head teachers and school staff on developing a school behaviour policy and the powers members of staff have to discipline pupils.*

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

**Departmental advice** July 2013 (Reviewed January 2016)

#### **Guidance for governing bodies on behaviour and discipline**

*This statutory guidance explains why maintained schools must have a behaviour policy, what it must cover and the role of the governing body and head teachers in shaping their school's behaviour policy.* **Statutory guidance** 25 April 2012 (Reviewed September 2015)

#### **Screening, searching and confiscation**

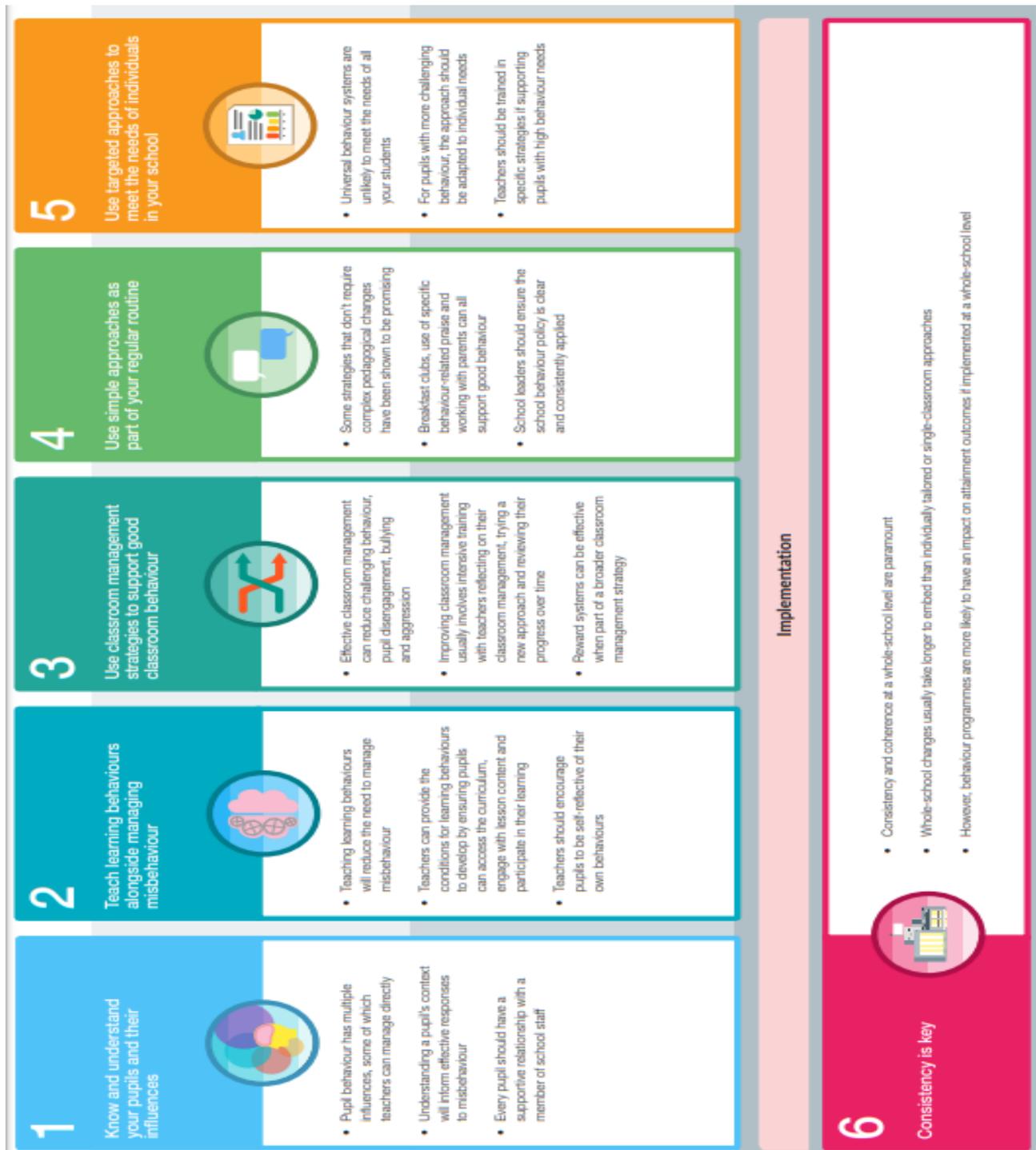
*Advice on schools' powers to screen and search pupils.*

**Departmental advice** 02 April 2012 (Reviewed January 2018)

#### **Preventing and Tackling Bullying**

*Advice for Head teachers, staff and governing bodies*

**Departmental advice** 14 September 2012 (Reviewed July 17)



# Behaviour checklist for teachers

## Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

## Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

## Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

## Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.