



# **BEHAVIOUR POLICY**

**Reviewed Annually by the Safeguarding & Inclusion Committee  
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### **1. Introduction – rationale**

This policy sets out how we manage and support pupils in their behaviour, dispositions and attitudes. We believe that a positive methodology, based on shared values, respect for the Rights of the Child, a nurturing, child-centred approach rooted in a sound understanding of child development are the best ways of ensuring that children are able to make positive, helpful choices in the way that they behave.

This policy also sets out how we esteem and build on positive events and how we respond when pupils need support with their behaviour, including any restorative actions we may need to take.



#### *Article 40: Our role to support you in putting it RIGHT*

This policy is designed to be used by all staff for reference and guidance and for parents of pupils at the Heathland Whitefriars Federation. It is important that all stakeholders in the work of the schools understand the shared vision we have in supporting children's positive behaviours and our methodologies and systems we employ to secure an excellent climate for learning. This policy covers all key stages. ***Phase leaders are responsible for ensuring that visiting/supply teachers understand the key principles of this behaviour policy.***

### **2. Our overall philosophy for supporting positive behaviour**

We believe that the best way of securing helpful, positive behaviour for pupils is to create an ethos which esteems effort and good choices and is child centred. We believe that rather than having a set of rigid 'rules' or dos and don'ts it is more effective to support children in developing their own sense of what is appropriate or acceptable behaviour. We believe that it is our duty to develop positive relationships with all our pupils, and support them in learning to develop positive relationships of their own.

We want children to develop positive habits and dispositions which will equip them for complex or challenging situations, and a set of social skills, healthy self-esteem and resilience in order for them to deal with difficult choices confidently and with emotional intelligence.

They acquire a set of positive shared Values which strengthen the quality of their relationships with other people. Both schools in the Heathland Whitefriars Federation are RSA accredited and our pupils learn to understand and respect each other's rights according to the UNHCR Rights of the Child. Through a range of activities including circle

time and MindUp sessions our pupils learn not only what actions are inappropriate, harmful, unhelpful or unacceptable but also how to avoid and solve problems.

### **3. A positive climate and culture for learning**

#### Relationships



*Article 3: Everyone who works with children should always do what is best for each child*



*Article 18: Parents and carers have responsibility for bringing up their children, and they should always think about what is best for each child*

Our first principles are high expectations and positive relationships. All staff must be gentle, respectful and positive in all of their dealings with children of any age. Staff must always take a child-centred approach, and are expected to be mindful at all times of the way they speak to and respond to children, and should model good manners at all times. We are mindful of our body language and facial expressions; we smile! Teachers' professional learning helps them to understand how a nurturing approach and appreciation of attachment theory can further enable them to foster and develop positive relationships with and between all learners.

#### Values

We have a set of 22 shared Values which underpin the Federation ethos. Each of these is explored for a month through classroom talk, circle time, assemblies etc. Above all, all staff are expected to demonstrate and model these Values in action and to explicitly teach how they work and the difference they make to the world. Our overall aim is that all children and adults 'live the Values'. *See below for how the Values are explored and esteemed.*

#### Rights

A vital element of our positive ethos is the Rights Respecting Agenda. Children learn to respect each other's rights in line with the UNHCR Rights of the Child. Teachers must respect the rights of each child at all times. Each classroom has a charter that all the children in the class contribute to. Collectively the children select the most relevant articles to their class and all sign this agreement to respect these rights. The playground charter also has the main rights chosen by the children and is often referred to by adults and children. Rights Respecting language is universal and is encouraged both in the classroom (linked to curriculum) and outside to resolve conflict or issues.

We believe that these 3 elements are the cornerstones of a positive ethos and act as a way of *preventing* most unhelpful, inappropriate or unacceptable behaviour choices. These are the key ways that teachers take responsibility for the climate for learning across the federation.

#### 4. **How we esteem effort and positive choices.**



*Article 29: Your RIGHT to become the BEST that you can be*



*Article 28 Your RIGHT to LEARN and to go to school*

#### **Rewards / Positive actions:**

Federation staff members seek opportunities to actively recognise effort and success. Praise and encouragement are used so that positive choices are reinforced through rewards and active noticing. We emphasise the positive rather than negative in all we do.

Members of staff positively reinforce good behaviour choices in a number of ways including:

- Public *recognition, praise and attention*
- Stickers, stamps, stars and other tangible rewards and recognitions
- Each child from has a 'Record of Achievement' (see separate guidance)
- Golden Time - a shared reward that the whole class earns and is never taken away from individuals as a punishment.
- A visit to a phase leader or senior member of staff, for special recognition e.g. during 'Happy Hour' or a 'Positive News Party'
- 'Special Mentions' in assembly when individual pupils are put forward by staff members. Teachers nominations often draw upon Values, Rights and positive choices
- We make a point of communicating positive news with parents in a number of ways e.g. a postcard home or a quick word at handover

A key principle here is to look for opportunities to praise, celebrate and esteem effort and positive choices in an appropriately **public** forum such as in front of the class or in an assembly. We endeavour to make rewards etc. 'high value'; things which engage and esteem pupils in a meaningful way. All rewards are accompanied by positive talk and individual attention.

#### 5. **How we take action in response to concerning behaviour**



*Article 12: Your RIGHT to say what you think should happen and be listened to*



*Article 19: Your RIGHT to be SAFE and to feel safe*



*Article 31: Your RIGHT to relax and play*

#### **Actions in response to unacceptable/ concerning behaviour:**

Our key approach here is to take proportionate action to address problematic behaviour, looking for opportunities to have formative conversations in following up and then where necessary providing opportunities for restorative actions in order to 'put it right and move on'.

We rely heavily on the Federation's Values and the children's understanding of the Rights of all children when responding to or following up problematic events.

All teachers are expected to remain calm and respectful in these situations and be mindful to take a 'coaching' role when solving problems rather than a combative / judgemental / 'refereeing' role where possible whilst being clear that some behaviour has to be challenged as unacceptable / unhelpful / inappropriate. We avoid being euphemistic, whilst steering clear of more judgemental language like 'naughty' or 'bad'. We diffuse problematic situations and we time our interventions carefully. We are mindful that 'taking action' is not the same as 'punishing', and we *endeavour to challenge poor choices and support and encourage children to engage in a process of 'putting things right'*.

We believe that all behaviours are learnt and therefore the role of learning is key for children to learn how to put things right. The teacher or other grown up has a key role to play in teaching children how to 'get it right'.

We avoid responding to and following up poor choices publicly, for example with names on the board etc. Having a restorative approach, which children are more likely to engage positively with, is more likely to have good results.

Minor problems are challenged gently and swiftly with reminders and if necessary a longer conversation. ***We always positively acknowledge when pupils engage with this and put the problem right. Eg 'Thanks for putting that right with no fuss.'***

Class teachers and phase leaders may choose to have an informal word with the child's/children's parents or carers at home time handover or by phone – this needs, wherever possible, to include reassurances that the situation has been addressed and that the child has 'put things right and moved on'. We are mindful that this is a public forum, and will talk more privately if necessary. We never ask parents to punish their children and we explain where we need teachers and parents to be giving the same messages. Again we always positively acknowledge a pupil's success in putting things right.

When an incident occurs, which is judged to be more complex or serious, the adult/s involved will ask all children involved to complete a 'What Happened?' sheet; it is an absolute expectation that this is accompanied with a lot of talk to establish what the problem was, possible reasons why this happened and what needs to be done next. The adult explicitly models how we discuss problems. Where an issue has arisen at lunchtime, SMSAs will need to refer the issue to the child's class teacher. Visiting teachers/supply teachers must seek advice and support from another teacher or the appropriate Phase Leader.

The adult is required to encourage children to find ways to put things right and move on; this will depend on the individual circumstances.

If there is a need to find out more and to take further action the Phase Leader will be involved at this point and will speak to all children involved. Phase Leaders may decide that a follow-up conversation is needed with the child's parent or carer.

If the Phase Leader feels that further support is needed they will refer to the SLT Team who will support and intervene as necessary.

### ***How we recorded and monitor behaviour incidents:***

All behaviour incidents are recorded in the class What Happened? log and the pattern of incidents are consistently monitored by the class teacher and phase leader – see additional guidance included at the front of the class' What Happened? log. Staff also use CPOMS to record and monitor any incidents. CPOMS is an online system for monitoring Safeguarding, wellbeing and all pastoral issues. CPOMS works alongside our existing safeguarding processes. CPOMS is used in addition to 'What Happened?' sheets.

If there is a need the incident may be referred to SLT and be recorded in the serious Incidents Log.

As part of our behaviour policy we recognise that parents/carers should be appropriately informed about any concerns regarding their child. Every effort is made to ensure that there is good communication between home and school. Our mutual expectations are made clear in our Home/School agreement. Should a child's behaviour be a cause for concern, parents/carers are contacted and the situation explored in order to support the child.

### **5a.Exclusions**



#### *Article 19: Your RIGHT to be SAFE and to feel safe*

The Federation is committed to providing early intervention and support to reduce the risk of exclusion however if a child continues to struggle with their behaviour choices in a way which seriously undermines others' right to learn and be safe, then they may need to be excluded from school for their own and/or others' safety. At this point the school will conclude that all other avenues of support must have been exhausted at this point.

The Federation follows the procedure as set out in the DfE's Guidance: *Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion. September 2017*

The following constitute some of the behaviour choices which **may** lead to either a fixed term or permanent exclusion. They include:

- fighting or encouraging others to fight
- hurting another child or adults deliberately
- abusive, threatening or derogatory, discriminatory and racist language or behaviour towards other children or adults
- bullying and harassment, which is a pattern of behaviour aimed at harming another person or people including prejudice based bullying and cyber-bullying
- damage to property
- persistent defiance and refusal to follow instructions
- theft
- use of offensive sexualised language, sexual abuse or assault
- supplying or handling an illegal drug
- carrying, threatening to use or using a weapon

The behaviour of pupils outside of school can also be considered as grounds for exclusion. The School may exclude a pupil for any serious or persistent breach of the behaviour policy while the pupil is:

- taking part in any school-organised or school related activity
- travelling to and from school
- wearing the school uniform

Parents/carers of children who have been involved in these incidents will be informed of the outcome without delay. Parents will be notified of the period of any exclusion, the reasons for it and their legal responsibilities during the first five days of the child's exclusion.

The decision to permanently exclude a pupil may be taken:

- In response to serious 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.

In the case of fixed term exclusion, the child and their parent/carer must attend a reintegration meeting before returning to school.

In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The Federation promotes community cohesion and takes a no tolerance approach to racism (see our Anti-racism policy). All incidents are recorded, reported and investigated according to the school's Racist Incident Recording, Reporting and Investigating Procedures and is monitored by the SLT and Safeguarding & Inclusion Governing Body Sub Committee on a regular basis.

## **6. *Some key principles***

- We praise effort not ability
- When exploring a problem, we separate the child from their behaviour – this emphasises their developing control over and responsibility for their own choices
- We look at conversations about behaviour as formative and one way of developing a child's resilience and emotional intelligence
- We do not over-react; a low-drama approach helps children to engage positively in a process of 'putting things right', and we seek to diffuse problematic situations swiftly and with no fuss.
- We maintain clarity around the difference between taking action and punishment
- We strive to be consistent and equitable
- We are mindful of children's experience of success
- All behaviour is communication; a child who behaves in a disruptive or unkind way etc. is by definition vulnerable

- We are not euphemistic when behaviour is not acceptable or appropriate – but we challenge in an affirmative and positive way as we support children in ‘putting things right’.
- ‘Positives’ are public, ‘Problems’ are more private
- We are not judgemental – we act in the best interests of the children. We are ‘in their corner’ even when their behaviour choices are poor or challenging.
- We always acknowledge any improvement in behaviour – and we acknowledge when a child engages with the process of putting things right and moving on.

### **How do we monitor this policy?**

Records of any pupils who have been involved in serious behaviour incidents, including exclusions, are gathered by the Senior Leadership Team, reported to the Head teacher and recorded in the incident log which is regularly monitored to ensure the effectiveness of the implementation of this policy. We also record award achievements on the SIMs system. Termly figures are reported to governors who hold the Head teacher and school staff to account for continuously improving pupil behaviour and safeguarding all pupils. Analysis and prioritisation by staff and governors informs the Federation Improvement Plan, and the school’s self-evaluation cycle.

New staff, supply teachers and volunteers will always be appropriately inducted and trained using this policy. The policy will be reviewed bi-annually.

This policy is linked to and implemented alongside the following documents:

- Code of Conduct
- Duty of care
- Anti-bullying policy
- Anti-racism policy
- Online Safety policy
- Disability equality scheme
- Equal opportunities
- Drug Policy
- Home school Agreement
- Anti-Radicalisation Statement
- Special Educational Needs Policy
- Health and Safety policy