

Bressingham Primary School

Behaviour Policy

Aims

We follow a positive approach to discipline and reinforcement of good behaviour. The policy is based on a culture of respect for everyone in our school community. Discussion and negotiation are encouraged although a variety of strategies are used.

The policy is a partnership between parents and carers, pupils, teaching assistants, midday supervisors and teachers.

We believe that children should take responsibility for their actions and be encouraged to take care of others, by self-regulating their behaviours and being able to discuss behaviours and feelings, both positive and negative, with their peers.

Through teaching/ learning about a Growth Mindset, we encourage children to be resilient, resourceful, reflective and reciprocal, which will help them to develop positive behaviours, including learning behaviours.

The main school rules are the Golden Rules; children will be regularly reminded of these rules, in school and out of school (playtimes, trips).

Throughout our practice we aim to take into account all current legislation.

Expectations

We have high expectations of the children and through simple rules define the boundaries of acceptable behaviour. We accept that children will test these boundaries to confirm their location. We accept the challenge with the guiding principle that whilst the child's behaviour may not be acceptable, the child always is: we value every child whatever the behaviour. We have zero tolerance of racist and sexist remarks; intimidating groups or homophobic/transphobic bullying, faith bullying or cyber bullying, including use of language e.g. the use of discriminatory language around disability. Expectations of behaviours are outlined in our Home-School Agreements, sent home when children join the school (Appendix 5).

Main School Rules- The Golden Rules

At Bressingham:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Some examples of expectations of behaviour following the Golden Rules include:

Walk quietly through the school at all times
Listen attentively without interrupting
Use an appropriate classroom voice
Use equipment safely and carefully, and return it to storage areas
Gain the attention of others in an appropriate manner
Play with others avoiding kicking, fighting and verbal abuse

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Try to resolve issues in discussion with peers unless it is serious, and tell an adult if further discussion is needed; this may take part with the adult nearby; if no resolution is reached between the children, or if it is a more serious matter then staff will speak to each child separately, then seek witnesses if required, before bringing the children together to find resolution; it is likely that parents/ carers need to be informed if there is a serious issue and an incident form should be completed and given to the Head or Teacher in Charge

Actively seek adult support when in difficulties (but see previous point)

Respond to instructions

Respond politely to all adults

Be responsible for their own belongings

Remain calm and quiet in cloakroom areas

Be prompt to arrive at lessons

Learning behaviour

We all display and follow our Growth Mindset posters, Golden Rules and behaviour checklist (Appendix 1).

All classes follow an age appropriate behaviour tracking system e.g. Sun, Star and Super Star and also have a class reward system, e.g. marbles in a jar. We focus on positive feedback as far as possible. Any behaviour which may disturb the learning of others is treated very seriously and monitored closely (see Appendix 2).

Our behaviour is rooted in:

A Growth Mindset: resilience, resourcefulness, reflectiveness, reciprocity.

Consideration and respect for others: it is vital that good relationships exist between all staff members, that staff work together as a team in trust and confidence, demonstrating their respect for pupils and parents and carers, that members of the community are made welcome and their contribution valued.

Fairness: it is essential that all rewards, sanctions and rules are applied justly and fairly. Children are unique individuals and will be responded to as such. Good behaviour is celebrated in a variety of ways.

Responsibilities of Staff

- Listen to children
- Separate the act from the child, emphasising that they are valued even if their behaviour is unacceptable
- Act justly and keep promises made
- Apply sanctions fairly, justly and consistently
- Remain calm and do not become emotionally involved

When and how to respond

- Intervene as quickly as possible to avoid or diffuse conflict. Encourage children to try to resolve issues in discussion with peers unless it is serious, and tell an adult if further discussion is needed; this may take part with the adult nearby; if no resolution is reached between the children, or if it is a more serious matter then staff will speak to each child separately, then seek witnesses if required, before bringing the children together to find resolution; it is likely that parents/ carers need to be informed if there is a serious issue and an incident form should be completed and given to the Head or Teacher in Charge
- Use humour where possible to prevent the atmosphere being hostile.
- As far as possible ensure that the children feel that the conflict has been fully resolved.

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- Restore a calm atmosphere where no one feels less valued within the group.
- DO ALL YOU CAN TO AVOID:
 - Sarcasm It damages you and the child.
 - Humiliation It breeds resentment.
 - Shouting It diminishes you.
 - Over reacting The problem will increase.
 - Blanket punishments The innocent resent them.
- DO:
 - Use humour It builds bridges.
 - Keep calm It reduces tension.
 - Listen It earns respect.
 - Be there to meet the children

"Catch them being good."

Positive Reinforcement of Behaviour

We reward positive behaviour in a variety of ways:

- Verbal praise (indicating precisely what is good) from other children/adults
- Stickers, smiley faces, stars and stamps
- Comments in Home/School book
- Stars and good citizen book in weekly Celebration Assembly
- Affirmation in Circle Time
- Small steps will be rewards for some children (e.g. through behaviour charts)
- Star and marble systems in classes (age appropriate)

We have trained staff to use the strategies in our supervision checklist:

- Look for and praise good behaviour and be positive
- Be vigilant
- Early intervention
- **Proximity**
- Focus on the rule
- Use clear instructional language
- Follow through
- Be consistent as a team

This is broadly based on training by Bill Rogers.

Dealing with incidents

1. Praise a good role model (e.g. Well done John for sitting quietly)
2. Instruction from adult with explanation (e.g. Kim, sit quietly so the rest of the class can hear me, thank you)
3. Give a second instruction with sanction specified (e.g. Kim, sit quietly otherwise you will have to move to another table, thank you or yellow card given with agreed wording)
4. Sanction imposed- red card with agreed wording (At lunchtime the child will be given time out for an appropriate period of time, usually a few minutes, to think about/ discuss the behaviour).

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5. Remove the child from the situation. If the child is working with an adult, the child will be told to go to a different adult. If an incident occurs at lunchtime it will be dealt with by the Senior Middy Supervisor, who reports it to the Headteacher or class teacher.
6. If a child's name needs to be taken off the Sun symbol/ given a red card, due to poor behaviour, then a record will be put on a thinking book form (Appendix 2), giving a child a chance to discuss the behaviour and the outcomes recorded; these will be kept in the classroom initially, but put in the register on a Friday each week.
7. Any incidents of violent or abusive behaviour must be recorded on an incident form (Appendix 3) and given to the Head. Similarly, any incidents of a racist or discriminatory nature must be recorded on an incident form and dealt with in line with our single equality policy. These incident forms are kept in the Head's office in the behaviour log. The class teacher should be informed of the entry and action recorded. The Headteacher monitors the behaviour log regularly to notice any patterns of misbehaviour.
8. Behaviour chart may be used as an incentive for good behaviour.
9. Parents or carers informed for incidents that are reported on an incident form.
10. If misbehaviour becomes an ongoing problem the SENCO will be informed. School to school support may be sought. If a child has a behaviour support plan all staff will be informed. We will consider whether there might be a safeguarding concern, particularly where there has been a sudden change in behaviour.
11. Exclusion- DfE Policy will be followed:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf Exclusion will be carried out depending on the seriousness of the misdemeanour and the context. (A decision may be made to waive the procedure under exceptional circumstances.)

Possible Sanctions

- Loss of privilege
- Sitting apart from the group, then in a different place (eg. in the room, then in another safe place with an adult)
- Loss of breaktime (the adult must ensure supervision is in place)
- Staying with the duty staff for a period of time
- Referral to the headteacher or another teacher (referral to the Headteacher should happen when other options have been tried and not worked).
- Informing parents or carers

CHILDREN MUST NOT BE LEFT UNSUPERVISED i.e. they must not be sent to stand outside the room or sent to an empty room or corridor. The adult must ensure the health and safety of the child at ALL times.

Disagreements between children

Time should be given to children to 'sort out' differences and come to an agreement. In some cases staff will need to act as a mediator in discussions between children in resolving a difficulty:

Intervene as quickly as possible to avoid or diffuse conflict. Encourage children to try to resolve issues in discussion with peers unless it is serious, and tell an adult if further discussion is needed; this may take part with the adult nearby; if no resolution is reached between the children, or if it is a more serious matter then staff will speak to each child separately, then seek witnesses if required, before bringing the children together to find resolution; it is likely that parents/ carers need to be informed if there is a serious issue and an incident form should be completed and given to the Head or Teacher in Charge.

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Circle Time / PSHE

Circle time can be used to address a number of issues such as conflict resolution, assertiveness and to establish class rules. Expectations of behaviour can be reinforced. Children should be made to feel at ease to be able to raise issues of concern and feel supported by their classmates. They practice voicing their views, so that they can be resilient and do so when they may experience difficulties with their peers or an adult.

Physical Intervention

Appendix 4 shows our policy for Physical Intervention or Touch Policy. All members of staff are aware of the regulations regarding the use of force by adults. Staff only intervene to prevent risk of harm to another person, or if a child is in danger of harming him/herself or causing significant damage to property or engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils. In such situations, we may need to physically touch or guide or prompt students, using the approved method taught in training. The training we use is Norfolk STEPs.

As a last resort, restrictive intervention that is reasonable, proportionate and necessary may be used. If a child needs to be physically restrained, this will be identified in an individual risk reduction plan and will be discussed with parents/ carers. Specific training for staff will be provided for staff as necessary. All restraint incidents are recorded the same day and reported to parents the same day. In an emergency (an unforeseen circumstance) restrictive physical intervention may be immediately necessary to prevent harm. Discussion with parents/ carers would follow and an individual risk reduction plan formulated. A behaviour form (found in class registers) labelled 'record of restraint' should be completed. This should be shown to the headteacher, who will sign it and ensure that a witness (if available) will countersign it. A copy of this form will go into the behaviour log in the Head's office.

Radicalisation and the Prevent Strategy

We are required, by Government, to look out for certain kinds of behaviours which may indicate that a child is at risk of radicalisation. **See Prevent Policy.**

Screening, searching and confiscation

Rarely, a child may bring in an item which may be dangerous to themselves or others. We will act in accordance with the following document from the DfE: Searching, screening and confiscation Advice for headteachers, school staff and governing bodies. Prohibited items include tools, knives, firearms/ weapons, illegal drugs or medications, alcohol, fireworks, tobacco and cigarette papers, pornographic images, stolen items, any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to person or property. Staff may search for these items, confiscate them and keep them at the school office for collection at the end of the school day, when parents/ carers can collect it.

Special permission should be sought for bringing the following into school: mobile phones, other electronic devices, cameras, jewellery/ accessories not in accordance with the school's policy.

Complaints

If parents or carers/pupils are not satisfied with action taken they should be informed of their right to make a complaint, following the Complaints Procedure on the school website.

Also refer to: Anti-Bullying Policy, Prevent Policy

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Appendix 1 - Bressingham Primary Behaviour Checklist

We agreed to implement a list of consistent behaviours among staff.

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|---|---|
| 1 | Parallel praise – praise pupils’ good actions more than highlighting poor actions. |
| 2 | Use an attention grabber to get immediate class attention for pointing out common misconceptions or reshaping the lesson. Staff use ‘Eyes on me’ or ‘Back to me’ or ‘Eyes and ears this way – thank you.’ The expectation is that by the last word all pupils are paying full attention. This allows pupils the chance to finish what they are doing. Sometimes we will also use 5,4,3,2,1 , (0). Staff will count down in order to speed up transitions in class, or we will use a bell or hands up. |
| 3 | Transition from play to class: teachers will collect children at break and lunch . They will arrive 5 minutes before the end of play/ lunch play to be there to meet the children. Children to be stopped at the door to the building and reminded that they are coming into the school and need to be quiet and settle down. At the classroom door teachers will remind children that they are coming in to work now and give instructions about what they must do. |
| 4 | We agreed to limit drink and snack times while on the carpet (younger children mainly) or when coming into class. Bottles are not left on tables unless there is a genuine need for this. Teachers keep a list in their register of these children. |
| 5 | Whole class rewards are to be encouraged. We agreed to implement marbles in a jar or golden points and to link this to group behaviour, attitudes and achievement with a reward of golden time. |
| 6 | We agreed to display class charters in the classroom, ask pupils to sign (classes 2 to 4) |

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Appendix 2- Behaviour Monitoring- Thinking Book entry form

Used for behaviours that are of note, but not serious incidents (see appendix 3 for Detailed Incident Form). These are kept in the school register, so that the Head can read them regularly.

Name:

Page:

| Date | Behaviour | Consequence | Comment |
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Appendix 3 Detailed Incident Report

Where there is a particular incident of a serious nature, a separate incident form (as below) should be completed and returned to the office immediately, to be shared with the Head and to be stored in the behaviour monitoring folder.

Nature of behaviour might include:

- Disrupting the learning of others e.g. Persistent low level disruption
- Defiance
- Abuse (including racial, homophobic or transphobic)
- Violence
- Damage to property
- Other (please specify)

Also any (evidence based) incidents of this nature at playtime and lunchtime should be recorded. Completed forms should be placed in the class register.

Action taken might include:

- Miss a breaktime (or part of) or lunchtime
- Spending time in another class
- Moving to work with another adult
- Parental contact

We are always mindful that sudden changes in behaviour could be an indicator of a safeguarding concern.

Detailed Incident Report

Pupil

Class

Incident Details

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| Incident Details |
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Appendix 4 Physical Intervention or Touch Policy Statement- provided during Steps training for staff

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is important that you have read and understood this policy to appreciate the reasons why we may choose to hold/ touch children and the appropriate ways in which we do so.

Why do we use Physical Intervention (Touch)?

We may choose to use physical intervention for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How do we use physical intervention (Touch)?

Hugging

At this school, we encourage staff who are using touch for comfort or reward to use a 'school hug'. This is a sideways-on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Hand-holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when age appropriate and the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children or contain children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to either hold the hand or arm of the adult or wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's hand for a little extra security if it is required.

Lap-sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort' attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

Guiding

If a child is considered to be causing or about to cause a risk to themselves or others (physical, emotional, or educational), or significant damage to property, we may guide them using an open hold, behind their upper arm, near to the elbow. Staff have been trained in this technique, which is rarely used, and usually only with children where a risk has previously been assessed and discussion with parents has already taken place about the possibility of needing to use this method.

Restraint

Restraint will not be used unless for the prevention of imminent harm, and using only 'reasonable force'. If it is believed that the risks a child presents may require restraint, training will be provided for staff and parents/ carers consulted. Staff may use untrained restraint if necessary in an emergency situation. If restraint had to be used in an emergency, a full and immediate report to senior staff would be required.

Exceptions

At times, children may be in such crisis or distress that they hold you in a way which is not as described above (e.g. cuddling, clinging or lap-sitting). If this should happen please ensure that you have informed a senior member of

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staff. You may be asked to make a note of this, with an explanation, in order to record and monitor the amount of times the child is seeking this comfort or control.

Please note that although we have a touch policy and believe that touch can be a positive experience for the children, this does not mean that you *have* to touch children. It should also be realised that some children will not want to be touched.

Parents/ carers will be made aware of this policy when their child is admitted to this school.

If you have any questions or would like a further discussion regarding this policy, please speak to a senior member of staff at the earliest opportunity.

Definitions (from current guidance) the joint DfES and DOH Guidance for RPI July 2002):

Physical intervention is all physical contact.

Restrictive physical intervention (RPI): use of force to control a person's behaviour, can be employed using bodily contact, mechanical devices, or changes to a person's environment.

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Appendix 5 Home-School Agreement

Dear Parents/Carer,

We recognise that the education of your children is a venture shared between you, the parents, and us, the staff at school.

We each have our part to play. We welcome your support, value your involvement and are pleased to see you in school.

Please read and sign (your child too) the attached home – school agreement and return it to your child’s teacher.

Please keep the centre part of this document for your records.

Thank you

Dawn Gudde

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Parents/carers (name and signature)

.....Date.....

Pupil (name and signature)

..... Date.....

Class Teacher (signature)

.....Date.....

Headteacher (signature)

.....Date.....

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HOME

SCHOOL

AGREEMENT

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School:

To help your child at school we will try our best to:

- Provide a safe, friendly atmosphere and ensure your child's wellbeing at all times
- Provide well trained staff and good resources
- Share information about your child and the school regularly
- Promote a growth mindset (resilience, resourcefulness, reflectiveness and reciprocity)
- Provide a broad, creative, high quality curriculum and extra curricular activities
- Contact you if we are concerned about your child's work or behaviour
- Expect the best from children in behaviour and work
- Actively welcome parents/carers into the life of the school.
- Keep you informed about the school's policies and guidelines.

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Home:

To help my child at school I will try my best to:

- Ensure that my child attends school regularly and that absences are properly notified (school opens at 8.40 and lessons start at 8.55)
- Ensure that my child arrives on time and is collected promptly at the end of the school day
- Support the School's healthy eating policy with healthy lunchboxes, snacks, no nut and no-smoking policies
- Support the school's policies and guidelines on behaviour and equal opportunities
- Support my child with reading and homework and wherever possible promote opportunities for home learning
- Attend Parents' Evenings and discussions about my child's progress
- Ensure that contact details are kept up to date (new mobile numbers etc.....)

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Pupils

To help myself at school I will do my best to:

- Produce my best work in my lessons
- Enjoy school and help other children to do the same
- Follow the Golden Rules and put them into practice:
 - We are gentle
 - We are kind and helpful
 - We listen
 - We work hard
 - We are honest
 - We look after property
- Have a growth mindset so that I am ready to learn:
 - Be resilient
 - Be resourceful
 - Be reflective
 - Be reciprocal

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