Behaviour Policy

Last updated: December 2023

Review date: December 2024

Contents:

Appendices

Statement of intent

Ralph Butterfield Primary School believes that, in order to facilitate high quality teaching and learning, positive behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour issues can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised, graduated response.

The school is committed to:

- Promoting positive behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding positive behaviour.
- Challenging and improving misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with children to enable early intervention.
- A shared approach which involves children and parents/carers in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children can achieve.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient.

The proactive, systemic approach to behaviour management at Ralph Butterfield Primary School ensures there is a positive ethos and culture in which children feel safe and can learn effectively; low-level disruption is not acceptable. Children are taught how to behave well; they practise and rehearse this and are praised for behaving well.

1. [Updated] Legal framework

[Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'

- **Updated]** DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- **[Updated]** DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child-on-child Abuse Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of misbehaviour.

- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.

- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.

- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.

- Publishing this policy and making it available to staff, parents/carers and children at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Senior Leadership Team (henceforth SLT) including Inclusion lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents/carers with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The Inclusion Lead is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents/carers, the SENCO and, where appropriate, the children themselves.

- Being responsible and accountable for the progress and development of the children in their class.

- Setting high expectations for every child and aiming to teach them the full curriculum, whatever the prior attainment.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

- Being aware of the signs of SEMH-related behavioural difficulties.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENDCO/headteacher/deputy headteacher/assistant headteacher.

All members of staff, including teaching and support staff, and volunteers will are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SLT
  - SENDCO/Inclusion Lead
- As authorised by a member of the SLT, sanctioning children who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

Parents/Carers are responsible for:

- The behaviour of their child(ren) inside and outside of school.

- Supporting their child in adhering to the school rules.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions (NEW)

Any behaviour which causes physical or emotional harm, damages the reputation of the school within the wider community, and/or involves any illegal behaviour is unacceptable. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Children at Ralph Butterfield Primary School are taught the 9 protected characteristics, alongside not discriminating against a person for their socio-economic status, and this is high profile within the school.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour

- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Low-level disruption is any behaviour which may disrupt the education of any child/children, including, but not limited to, the following:

- Lateness
- Low-level disruption
- Talking in class
- Failure to complete classwork
- Rudeness
- Graffiti

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT will review staff training needs on a regular basis, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. [New] Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop children's knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for children's health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health.

Ralph Butterfield Primary School's Inclusion Lead supports all staff with the provision of a SEMH support prompts resource and training in staff meetings.

6. Ralph Butterfield Primary School Behaviour Management Strategies

Our school community values both academic and social and emotional learning. We therefore aim to teach and support our children to become good citizens and to be able to manage and understand their emotions appropriately.

At Ralph Butterfield Primary School, the behaviour management approaches, that we are using, are based on the Pivotal Approach and Restorative Practices. Evidence suggests that these approaches are more effective than punitive systems in enabling children to understand what has gone wrong and their role in a situation. The goal is for our children to have empathy for all involved, to take responsibility, and to have the tools to hopefully prevent a similar situation arising again.

The Pivotal Approach has five pillars of practice which are:

1. Consistent, calm adult behaviour

2. Lots of positive praise and reinforcement
   e.g. verbal / written for the child and good news shared with parents/carers

3. Relentless routines and consistency

4. Scripting difficult interventions
   This is part of the Restorative Approach as detailed below

5. Restorative follow up
   This is part of the Restorative Approach as detailed below

We have adopted these pillars; the final two pillars dovetail with the Restorative Approach.

We have three, simple overarching expectations for the whole school: Be Ready, Be Respectful and Be Safe. These are used in everyday conversations with the children e.g. 'Thank you for picking that up; you are showing respect for the environment'. The three, simple expectations link the whole school together and within this, key stages will retain age-appropriate class charters, agreed by the children, which are rights respecting.

We use Restorative Approaches to help children understand and improve their behaviour, develop resilience and learn strategies for resolving problems. These help develop a happier school where the focus is on learning and not worrying about conflict.

The Restorative Approach Process

- Children may be part of a Restorative Chat in which the resolution of conflict is dealt with in the first instance. Everyone involved has a chance to share their perspective on an incident, discuss their feelings and find a positive way forward.
- If it is felt that a child needs to reflect further on their behaviour, they may spend further time chatting with an adult at break time.
- Where a Restorative Chat is not enough, depending on what has happened, a child may be asked to attend a Restorative Circle or Conference. This is a meeting with everyone involved to:
  - Discuss what is happening
  - Look at who has been affected or upset
  - Decide how it can be put right
  - Find a way forward that is fair to everyone
- (NEW)As a result of this, if it is found that a child has emotionally or physically harmed another, through verbal or physical actions, the child will complete a lunchtime reflection with their Class Teacher.
- If the child's behaviour results in a second reflection within a short period of time, then the parent/carers will be advised that their child will be completing a reflection, or has already completed a reflection, if not already advised.
- If a child completes 3 reflections within a short period of time, then the situation will be escalated to a member of the senior leadership team with whom the child will complete a reflection form at lunchtime. Parent/carers will be advised that a member is SLT is involved.

See Appendices 1-6 at the end of this policy for restorative practice resources.

(NEW)Where day to day restorative practices are being ineffective in supporting a child with their behaviour, reasonable adjustments will be made to the strategies used.

E.g. A child may have bespoke 'limits and expectations' with very specific rewards and sanctions; agreements around these will be made in consultation with parent/carers.

It may be decided that a child would benefit from some time away from their usual environment, for a limited period, and only in consultation with a member of SLT e.g. the child may spend time in another classroom or the Sensory Centre.

If the above, is not supporting the child effectively, a meeting will be held between the parent/carers, phase leader, behaviour lead and, if required, the Headteacher. Initially, meeting with the Headteacher will be reserved for a point of escalation if required.

Where there has been a serious breach or consistent breaches of this behaviour policy, suspension (or even exclusion) may be considered. In this instance, the school's Suspension and Exclusion Policy would be followed.

Physical intervention (NEW)

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is really

necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

7. Effective classroom management

The school understands that well-managed classrooms:

- Have high expectations and the belief that all children can behave well.

- Make relentless every day links between behaviour and the 3 whole school expectations either for praise or reminders.

- Create and regularly review clear sets of rules and routines that are discussed with and understood by all pupils.

- Establish agreed rewards and positive reinforcements.

- Establish sanctions for misbehaviour that are in line with restorative practice.

- Establish clear responses for handling behavioural issues.

- Encourage respect and ensure the development of positive relationships between child and child and staff and child.

- Make effective use of the physical space available.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom expectations

- Routines

- Praise

- Rewards

- Classroom Charter

Teachers establish classroom rules on an annual basis in conjunction with children, which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

Attention is given to how expectations are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Before committing to the classroom rules, teachers ensure that all children fully understand what they involve and what is expected of them.

Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

Teachers teach children how to behave and explain/show what this looks like.

Rules are placed on the classroom walls to ensure they are visible to children at all times, and they are regularly reinforced within the classroom.

At the beginning of the school year, once the classroom rules have been devised, children are provided with a Classroom Charter which they are required to read and sign.

All rules outlined in the Classroom Charter are applicable to children's behaviour elsewhere on the school premises.

Rewards

Following the pivotal approach, the school understands that when rewards are used following desired behaviour, children are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all children are fairly rewarded

The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. tokens, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free choice of activity.

8. Positive relationships and approach

Positive teacher-child relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their children and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming children as they enter the classroom.
- Ensuring children understand what is expected of them.
- Creating a positive environment where every child feels comfortable, represented and respected.
- Showing an interest in each child's interests, talents, goals, likes and dislikes, and their family.
- Engaging with children during lunchtime and breaktime.
- Focussing on using positive language when interacting with children to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for children e.g.

- Acknowledging and giving praise when a child demonstrates good manners.
- Encouraging children to treat others with respect by modelling the desired behaviour.
- Informing children of the importance of treating others the same way they like to be treated.

- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help children understand basic manners and respect.

The school creates a safe and calm environment in which positive mental health and wellbeing is promoted and children are taught to be resilient.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment. There is a whole school approach to the use of the Zones of Regulation (details below), the use of which is also encouraged at home for consistency.
- **Teaching** – the curriculum is used to develop children's knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents/carers, external agencies and the wider community to promote consistent support for children's health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Positive classroom management
- Developing social skills
- Working with parents/carers
- Peer support

Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health in a way that meets individual's specific needs e.g. ELSA support.

9. De-escalation strategies

When behaviour is not in line with school expectations, staff and children are to use the intervention called ' The Zones of Regulation'; this can help children to regulate their emotions.

- There are 4 coloured zones to categorise feelings, emotions and states of alertness:
  - o The Blue Zone – used to describe low states of alertness, such as feeling sad, tired, sick/unwell or bored.
  - o The Green Zone – used to describe a regulated state of alertness, such as feeling calm, happy, focussed or content.
  - o The Yellow Zone – used to describe a heightened state of alertness, but with some control, such as when experiencing slightly elevated emotions such as stress, frustration, anxiety, excitement, silliness, nervousness and confusion.

- o The Red Zone – used to describe extremely heightened states of alertness or very intense feelings, such as anger, rage, panic and fear. Extreme joy and elation would also fit into this category.

- Using the Zones of Regulation as a framework, we aim to help children to:

- o Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.

- o Increase their emotional vocabulary so they can explain how they are feeling.

- o Recognise when other people are in different Zones, thus developing better empathy.

- o Develop an insight into what might make them move into the different Zones.

- o Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.

- o Develop problem-solving skills and resilience.

- o Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

Where negative behaviour is still present, staff members will implement additional de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice

- Using simple, direct language

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member

- Providing adequate personal space and not blocking a pupil's escape route

- Showing open, accepting body language, e.g. not standing with their arms crossed

- Reassuring the pupil and creating an outcome goal

- Identifying any points of agreement to build a rapport

- Offering the chils a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened

- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

10.   [Updated] Sexual abuse and harassment

[Updated] The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual

harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

[New] Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

11. Monitoring and review

This policy will be reviewed by the headteacher, SLT and governing board on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviewed by the lead inspector, upon request.

The next official scheduled review date for this policy is December 2024.

Restorative Circle Record EYFS/KS1

Incident Date: Circle date: Facilitator:

Participant names:

What happened?

What were participants thinking/feeling at the time?

What have their thoughts been since?

Who did participants say had been affected by what happened?

What did participants think needed to happen to make things right?

What participants will do to make sure this does not happen again?

Restorative Circle Record KS2

Incident Date: **Circle date:**   **Facilitator:**

Participant names:

What happened?

What were participants thinking/feeling at the time?

What have their thoughts been since?

Who did participants say had been affected by what happened?

What did participants think needed to happen to make things right?

What participants will do to make sure this does not happen again?

Reflection at lunchtime (EYFS/KS1)

Name:

Date:

Issuing member of staff:

What happened?

How did you feel?

How do you feel now?

Who has been hurt or upset?

How will you put it right?

What choice will you make next time?

Reflection at Lunchtime KS2

Name:

Date:

Issuing member of staff:

What happened?

What were you thinking/feeling at the time?

What have your thoughts been since?

What has been the hardest thing for you?

Who has been affected by what happened?

What do you think needs to happen to make things right?

How can you make sure this does not happen again?

Restorative Circle Follow up

Incident Date:

Participant names:

Facilitator:

Circle Date:

Follow up date:

Reflections

Has there been a repeat of the incident?
Did you fulfil your commitment to making things right?
What have your thoughts been since?
Did any of the strategies work?
How have things moved forward?

Does anything else need to be put in place?

Restorative Chats

What happened?
What were you thinking?
What needs to happen to put things right?
What are you going to do differently next time?

Restorative Chats

What happened?
What were you thinking?
What needs to happen to put things right?
What are you going to do differently next time?

Restorative Chats

What happened?
What were you thinking?
What needs to happen to put things right?
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Restorative Chats

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What were you thinking?
What needs to happen to put things right?
What are you going to do differently next time?
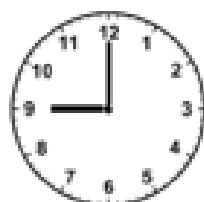
Our School Rules

Be Ready

Be Respectful

Be Safe