

# Behaviour for Learning & Relationships Policy

(Including Written statement of behaviour principles)



Approved by: Full Governing Body

Last reviewed on: Sept 22

Next review due by: Oct 23

## **SCHOOL RULES - CODE OF CONDUCT**

Pupils are expected to follow the 3 rules READY RESPECTFUL SAFE:

### **READY**

- Arrive promptly to school
- Have the appropriate equipment ready for the day
- Be in the right mindset for learning
- Wear the correct uniform at all times
- Behave in an orderly and self-controlled way

### **RESPECTFUL**

- Show respect to members of staff, each other and themselves
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### **SAFE**

- Refrain from physical and verbal abuse towards pupils, staff and visitors
- Keep yourself and others safe and report any incidents or concerns to a member of staff asap
- Use taught strategies and knowledge of self and the brain to support self-regulation

### **OVERVIEW**

Outstanding behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance about what is expected of them. All of this will be undertaken in a TRAUMA INFORMED manner. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy. Throughout the implementation of this policy, practice and procedure, we will ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

### **TRAUMA INFORMED PRACTICE**

This is a dynamic and developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development. We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationships with children to support their development. We are also aware that positive change can occur through understanding the child's history of adverse childhood experiences and current life circumstances. We know that strong, safe relationships are key and children suffering from Adverse Childhood Experiences (ACEs) will need to be taught how to behave appropriately and manage their feelings and emotions.

We are aware that life events can introduce episodes, which become interruptions to some children's development and ability to learn effectively. We provide a differentiated provision in response to need with restorative strategies and social and emotional support. We understand that positive, caring relationships are paramount to supporting trauma and behavioural needs and as a result we NEVER shame, shout at or ridicule children.

## **OBJECTIVES:**

1. To create an ethos of good behaviour in school where children are happy, secure and safe, that reflects our commitment to "Learn together, achieve together, succeed together"
2. To create a safe environment where all children can learn and reach their full potential.
3. To ensure that all are treated fairly, shown respect and to promote good relationships.
4. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
5. To build a school community which values kindness, self-discipline, compassion, good humour, respect, honesty, integrity, and empathy for others.

## **STRATEGIES.**

1. The school ethos of READY, RESPECTFUL and SAFE will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this. This will occur through class-based education and whole school reflection in assemblies and events.
3. All staff are trained in behaviour strategies and consistently follow this ethos.
4. All staff conduct themselves using skills and knowledge of TRAUMA informed and ATTACHMENT FRIENDLY practice.
5. Children will be taught to be polite, respectful, well-mannered and well behaved.
6. The rewards and sanctions policy will be used sensitively and consistently by staff to encourage and promote good behaviour. Each stage of the process will be conducted in a trauma informed and attachment friendly manner.
7. Each member of staff is held to be responsible for the good behaviour of the children in their care.
8. The leadership team and mentor will involve parents at an early stage where a child is experiencing difficulties and requires support.
9. The leadership team and mentor will involve outside agencies where it is appropriate and seek professional help when there is a fundamental barrier with a child's trauma-based behaviour.
10. In extreme cases a child may be excluded from school by the headteacher in accordance with the Local Authority Children's Service Exclusion and Suspension Guidelines. This will always be a last resort.

## **LEGISLATION AND STATUTORY REQUIREMENTS**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## DEFINITIONS

We understand that all 'misbehaviour' is a form of communication and we support children through our calm consistent approaches and trauma informed strategies.

### **Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Non-compliance
- Having a mobile phone, cellular smart watch on their person in school or any device connected to the internet

### **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Child -on- Child abuse
- Sexual assault, which is any unwanted sexual behaviour or language that causes humiliation, pain, fear or intimidation e.g. lifting up skirts or clothing, and derogatory language
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any *banned items*. These include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Explicit images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

**Bullying can include:**

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Details of our school's approach to preventing and addressing bullying are set out below:**

- Reporting of bullying can be done in the following ways:
  - Staff report any incidents on CPOMS (Child Protection Online Management System).
  - Parents can contact the school either by telephone (0151 8321290), Email ([admin@suttongreenpri.cheshire.sch.uk](mailto:admin@suttongreenpri.cheshire.sch.uk)) or by speaking directly to any member of staff .
  - Pupils are encouraged to report incidents to any member of staff as soon as possible.
- Any allegation of bullying will be taken seriously and will be investigated by a member of the Senior Leadership Team or the Learning Mentors. This will involve speaking to all the pupils involved in the allegation, the staff working with the children and those responsible for supervising during break and lunch times.
- Any pupil that has been a victim of bullying or feels as if this has happened to them will be supported by the Learning mentor Mrs Reid, Pastoral Lead Mrs Payne, and their class teacher / Teaching Assistant. The 'Hub Club' is available at lunch time for any pupils who would prefer not to go out and this is manned by school staff.
- The topic of bullying is addressed regularly through whole school / key stage assemblies, PSHCE lessons, Anti-Bullying weeks and online safety education.
- Staff attend regular staff meetings and in service training sessions keeping up to date with school policy and techniques / systems.

## **ROLES AND RESPONSIBILITIES**

### **The Governing Board**

The Teaching and Learning Committee of the Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Teaching and Learning Committee of the Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body in the Teaching and Learning Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher and SLT will also liaise with parents where support is required or when serious incidents occur.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- Informing parents where appropriate.
- The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Partake in all supportive processes for improvement of behaviour e.g Individual Behaviour Plans.

## REWARDS AND SANCTIONS

### REWARDS

Class teachers must positively reward children whenever possible, and it is imperative to recognise consistently good behaviour.

#### Class Dojo

Class Dojo acts as an incentive to ensure consistently good behaviour is rewarded. It is an online tool that uses fun avatar monsters to collect points for each pupil. It is visual, stimulating and fun. Children receive class dojo points for being Ready, Respectful and Safe. Points can be given by any member of staff during any time of the day.

The children are celebrated for the amount of Dojos they earn. Children are expected to earn approximately 80 Dojos per half term. These are given out and celebrated in assemblies and sent home to parents. Classes and individuals are also awarded for achievements such as the most Dojos in a week or achieving a class behaviour target.

*Class Dojo Rewards:*

100	Children receive a bronze certificate
200	Children receive silver certificate
300	Children receive gold certificate and prize.
400	Children receive platinum certificate and prize
500	Children receive rainbow certificate and a reward trip/activity.

#### Celebration Assembly

Weekly assemblies are held every Friday. Rosettes are given out to reward the Sutton Green attributes of being: **Self-assured, Understanding, Thoughtful, Thorough, Optimistic, Resilient (Never giving up) Generous, Respectful, Enthusiastic, Excellent, Nurturing.**

#### House Points

Good behaviour is also rewarded with House Points which are celebrated each week. Green House point tokens should also be logged on Class Dojo. Golden tokens are worth 5 house points and are logged as a Wow Dojo (5points)

#### Additional Strategies

Other strategies may be used in class such as raffles, secret student etc. But these must always link with Dojo Points.

#### Head Teacher Awards

These are given out for exceptional attitude to learning and behaviour and are also worth 1 Wow Dojo.

## RESTORATIVE SANCTIONS

Sanctions are usually the natural consequence of the child's behaviour. Before a sanction is administered, a scripted and stepped process is followed by each staff member that is based around a calm, consistent and solution-focused approach. If behaviour doesn't improve through this process, then a RESTORATIVE CONVERSATION takes place. Each restorative conversation centres on teaching the child the skills needed to improve their behaviour and discusses the impact of the behaviour on themselves and others.

*Example of low level behaviour management process:*

<b>1. Reminder</b>	Reminder in private to make the right choices, reflect back to task.
<b>2. Warning</b>	Warning in private and further support to improve behaviour.
<b>3. Sanction</b>	Sanction given.
<b>4. Restore and Support</b>	Restorative conversation during their consequence or when calm. Support to improve.

Sanctions and support will always reflect the behaviour. Some of these are outlined below:

<b>Behaviour</b>	<b>Sanction and support</b>
Running in corridor	<i>Remind of SAFE rule, model smart walking. Monitor</i>
Continuous disruption in lessons	<i>Restorative conversation and time at break or lunch to reflect and complete work.</i>
Disengaged with learning - incomplete tasks	<i>Pastoral support if persistent to identify reasons. Time in during break or lunch to complete learning. Additional support with learning.</i>
Argument or verbal conflict with peers	<i>Restorative time with an adult to mediate and support. Continue to monitor</i>
Disrespect to an adult	<i>Restorative time to educate, clarify and reflect. Parents informed.</i>
Violence	<i>Education for self-regulation, restorative processes. Missed playtimes until safety is ensured. Close supervision and monitoring. Support for victim. Parents involved. Head or Deputy to oversee.</i>
Confirmed Bullying	<i>Parent involvement, plan to support, Supervision for perpetrator including missed social time/events. Exclusion if continued after support. Head or Deputy to oversee.</i>



There is also a system of 'step-out' for children who need some time away from their class with a key adult to regulate, educate and repair. This is a progressive system that includes: learning in school away from peers and formal fixed term exclusions. The Head and Deputy will regard each case based upon the needs of the child (diagnoses, personal circumstances etc.) and can alter the standard procedure accordingly.

Senior Leadership and pastoral leads will work with children who are repeatedly displaying behaviour disruptive to their learning or the learning of others. This supportive intervention will be through an Individual Behaviour Plan (IBP). Written with the support of parents and the input of the child, these plans will be time focussed and monitored regularly to ensure rapid improvement.

The school take all incidents of child-on-child abuse, racist, homophobic, or sexualised behaviour/language extremely seriously. Step-out processes will occur along with Individual Behaviour Plans. Exclusions will follow where rapid improvement is not seen after support. Pastoral support plans are put in place for all victims. Parents are involved and informed of these incidents.

If a child uses language they do not understand, this will result in a discussion with the child to educate them further. Parents will be informed of this. These incidents will be logged on CPOMS.

### **Inclusion**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We pride ourselves on the support we provide to these children. Separate inclusion plans to enable these children to ensure their needs are being met are implemented and reviewed regularly.

These plans have every child's needs as a priority and there are procedures in place to minimise disruption to the learning of everyone. Therefore, any child on a behaviour inclusion plan who is unable to cope in class in class will be supported to continue their learning out of class with a key adult until their emotions are regulated.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child.

Our inclusive environment enables all children to have a 'safe space' in their classroom where they can regulate alone or with support. In addition to classroom safe spaces, we have a fully equipped sensory room and a variety of intervention spaces.

### **Off-site behaviour**

The strategies in this policy may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on their way to school. We also support children who are struggling to be Ready, Respectful or Safe within the wider community.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or deputy will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Where malicious allegations against pupils are made, pastoral support is given to the pupils involved and the sanction and support procedures are followed accordingly.

## **Behaviour management**

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct READY, RESPECTFUL AND SAFE. Any other classroom expectations need to be directly linked to RRS
- Consider the impact that trauma has on the way children respond to stressful situations and apply Trauma informed approaches effectively deal with behaviour presented
- Not shout (use an angry loud voice). Raised voices are to be used only as a strategy to prevent harm.
- Develop a positive relationship with pupils, which will include:
  - *Greeting pupils in the morning/at the start of lessons*
  - *Establishing clear routines*
  - *Communicating expectations of behaviour in ways other than verbally e.g. leading by example*
  - *'Praise in public, punish in private' e.g. unacceptable behaviour should not be highlighted or readdressed by another member of staff once dealt with*
  - *Use consistent agreed phrases to de-escalate situations and give pupils time to reflect*
  - *Highlighting and promoting good behaviour*
  - *Concluding the day positively and starting the next day afresh*
  - *Having a plan for dealing with low-level disruption*
  - *Using positive reinforcement*
  - *Use a calm and consistent manner with all pupils at all times.*

### **Physical restraint**

In some rare circumstances, staff may have to use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Searching Pupils**

If weapons or other harmful prohibited items are suspected or a threat of harm is apparent, staff may need to search the belongings of a child or search their pockets. This will always be carried out with at least two trained adults present.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Parents play a vital role in this transition process and regular communication between home and school is vital, particularly during these transition periods.

## **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. All staff are aware of where to access independent continual professional development and support is provided for individuals who require a tailored approach.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

## **Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by The Governing Body every year.