



BEHAVIOUR POLICY

Introduction.

Our key purpose in addressing behaviour is to ensure the safety and success of all our pupils. In order to teach personal discipline and responsibility, we have in place a range of interventions to support children, develop positive relationships and promote personal self-discipline. We aim to ensure that the children in our care are well equipped to take responsibility and be accountable for their own behaviour. We understand that children will make mistakes (after all they are children and still learning social etiquette) and we aim to support them in correcting the mistake and learning from it.

Values.

Our shared values ripple through our daily practice. Everyone at Park C.P. School will be treated with unconditional respect. Everyone has the right to learn in a safe environment, free from bullying including cyber-bullying and harassment, and prejudice-based, bullying related to additional learning needs, gender, race, religion and belief, gender reassignment, sexual orientation, disability and ethnicity.

All members of staff will hold the highest expectations and model the behaviour we expect from the children. **Positive and productive relationships with children are central to outstanding behaviour management.** Adults will take the lead with children who are struggling to maintain positive relationships.

Objectives.

- To create an ethos of excellent behaviour throughout school.
- To create a culture of self-discipline where children behave well because they reap the benefits
- To ensure that everyone is treated fairly and shown respect.
- To help children take control of their own behaviour and understand how to deal with their emotions.
- To understand that good citizenship is based on good behaviour.
- To build a school community that values kindness, care, good humour and empathy for others.

Systematically Consistent.

At Park C.P. School we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- We give importance to good behaviour
- We offer positive praise
- We are fair
- Everyone has an opportunity to share their version of events
- We encourage honesty
- We allow for mistakes and support the children in correcting these
- We promote an ethos whereby good behaviour is rewarded and simply the norm

Our system is simple, equal and fair. All adults work together to ensure that we are fully involved in celebrating success. Our behaviour strategies are based on teaching respect and dignity. This is promoted by staff and pupils at all times. The three consistent rules for all areas of the school are that we are:

Ready to learn
Respectful to others
Safe at all times

Ready, Respectful, Safe

With our younger learners more appropriate language is used to ensure understanding:

We are kind and gentle
We listen
We play together nicely

Positive Reinforcement.

At Park C.P. School we make sure that our pupil's excellent conduct is acknowledged, valued, appreciated and recognised daily. We anchor good behaviour through a range of reinforcements such as; sincere and timely verbal praise and positive recognition through class and school achievement systems. This may include: Headteachers's Awards, house points, dojos, stickers, certificates, smiley faces, positive notes home etc.

Our systems ensure that children are aware that making positive choices about behaviour results in positive consequences and acknowledgements. Our staff know that it is not what you give but the way you give that counts.

Sanctions and Consequences.

Behaviour management begins at classroom level with a positive and proactive approach. This comprises of clear and consistent routines established and high expectations. For the vast majority of our children a gentle reminder of behaviour expectations or encouragement about appropriate choices is all that is needed. Other strategies at classroom level include;

- redirection,
- distraction,
- non-verbal cues,
- gentle encouragement.

Pupils who continue to display unacceptable behaviour must realise that they are responsible for their choices. Staff will make it clear why the behaviour is unacceptable (in a calm and quiet manner) and link appropriate consequences. It is in nobody's interest to confront poor behaviour with anger – we aim to de-escalate skilfully by following the new step by step Structure for Sanctions. Please see Appendix 1 for Sanction steps to be followed in more detail.

We talk to the children asking 'What mistake have you made?' (this ensures the children take ownership of their actions) 'How can we put this right?'

(encouraging the child to understand how their actions have affected others; apologising using 'I'm sorry for...') 'How can we learn from this?' (share strategies such as walking away, seeking out an adult for help; not repeating the behaviour).

When mistakes are repeated, appropriate consequences are discussed with the child. Where possible/if needed another child/adult may be called upon to explain how the negative actions have made them feel.

Physical Contact with pupils.

There are situations in which physical contact with pupils may be reasonable, appropriate and necessary. Please see our Positive Handling and Physical Intervention Policy for further details.

Working in Partnership.

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Where appropriate parents will be called in to help support the management of their child's behaviour.

As a school we work in close partnership with a range of agencies to improve outcomes for our children. These include: Educational Psychologists, Primary Behaviour Support (ANEW), CAMHS, Action for Children counselling service and TAC.

Outcomes.

This policy will promote the excellent ethos of the school and will ensure that staff and children feel happy and safe. It will underpin the excellent teaching, learning and progress and will promote the high standards and high expectations of the school.

This Policy has been equality impact assessed and is compliant with the Equality Act 2010. All protected characteristics have been considered including age, disability, gender reassignment, race, religion or belief, gender, sexual orientation, pregnancy or maternity, marriage or civil partnership and carers with no impact determined. Poverty has been addressed within the policy, to ensure no child is excluded from an activity because he/she cannot afford to pay. A copy of this policy in another language (e.g. Welsh) is only available on request. (September 2020).

Adopted by the staff and ratified by the Governing Body.

For and on behalf of the Governing Body

Headteacher: *R L Billington*

Date: March 2023

Date for Review: June 2026



Appendix 1.

Structure for Sanctions.

At Park C.P School we resist endless discussions around behaviour and spend our energy returning pupils to their learning. In order to achieve optimum learning the following steps should be taken:

Steps	Actions
Step 1: Reminder	De-escalate and decelerate where reasonable and take the initiative to keep things at this stage. A reminder of the expected behaviour linked to class routines and school expectations, delivered privately to the pupil. The pupil has the choice to do the right thing.
Step 2: Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. The pupil has the choice to do the right thing. Remind the pupil of previous good conduct to prove they can make good choices.
Step 3: Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. 30 Second Intervention. <ol style="list-style-type: none"> 1. Gentle approach, non-threatening, side on, eye level or lower. 2. State the behaviour that was observed and which rule/ routine expectation it contravenes. 3. Tell the pupil what the consequences of their action is. Refer to previous good behaviour/ learning as a model for the desired behaviour. 4. Walk away from the pupil; allow time to decide what to do next. If there are comments made write them down and follow up later.
Step 4: Classroom Isolation	At this point the pupil will be directed to an isolated part of the room to reflect on their behaviour. It must be made clear to the child as to why their behaviour is unacceptable and how they should spend their time (e.g. <i>"I'm sitting you here because you've been asked not to throw sand and you keep doing this. Throwing sand is dangerous because it can go in someone's eyes and hurt them. I'd like you to think about that whilst you sit here and watch how others play nicely in the sand.."</i>) A short restorative conversation should take place after a suitable time. <i>"Why did I ask you to sit here? Or What mistake have you made?"</i> <i>"Are you going to do that again? Or How can you learn from that mistake?"</i>
Step 4a; Time-out (KS 2 only)	If inappropriate behaviour/ conduct continues. The pupil is asked to step outside the classroom for a short cooling off period. The teacher will speak to the learner at an appropriate time, but no longer than approximately 5 minutes. Staff should keep revisiting the child asking <i>"Are you</i>

	<p><i>ready to talk?"</i> Boundaries are reset. The pupil is asked to reflect on their next steps and are again reminded of previous good conduct/ attitude/ learning. <i>"What mistake have you made?"</i> <i>How can we put this right?"</i> <i>How can we learn from this?"</i> Learner is given a final opportunity to re-engage with the learning/ follow instructions. It is reiterated to the child throughout that they are liked but their behaviour is not acceptable.</p>
Step 5: SLT referral	<p>If the Internal Referral becomes a regular pattern (3 occasions over a 5 day period) the teacher should refer to a member of the SLT The SLT will discuss worries or anxieties that the pupil is having could be discussed in an attempt to identify the cause of the inappropriate behaviour (one page profile could be used to identify any issues). A monitoring plan could be created if relevant. Very often negative behaviour is the result of an underlying issue and it is important that everyone recognises this.</p>
Step 6: Code of Practice and External referrals	<p>If the above strategies have not been successful parents/ guardians will be involved and a more formal process initiated, such as Behaviour Charts. The pupil may require an individual timetable with access to a Sensory Room and other relevant resources. If relevant after three IBP reviews referrals will be made to the Behaviour Support Team and/or Educational Psychologist.</p>

Pupils are held responsible for their own behaviour. Staff will deal with behaviour without delegating as far as possible. Staff will use the sanction steps in behaviour for dealing with poor conduct.

Serious/Extreme Behaviours

These behaviours include; physical violence, swearing, dangerous conduct, behaving in manner deemed harmful to themselves or others, threatening behaviour towards staff or other pupils, intentionally damaging school property.

In this situation the Headteacher (or in her absence, a Deputy Head teacher), should be contacted as soon as possible.

Serious misconduct could lead straight to exclusions.

If a teacher notices an unusual pattern or change of behaviour emerging, the appropriate communications must be made with the parent/guardian. If appropriate step 6 may be accessed.

Please also see our policy on Positive Handling and Physical Intervention.

