



# **Behaviour Policy**

## **Commitment**

This policy sets out East Markham Primary School's commitment to create a happy and safe environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, Safe.'

At East Markham Primary School, we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place;
- Provide clear guidance for children, staff and parents of expected levels of behaviour;
- Use a consistent and calm approach;
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally;
- Ensure all adults use consistent language to promote positive behaviour;
- Use restorative approaches & consequences to promote the most effective learning.

## **Purpose**

To provide simple, practical procedures for staff and children:

- Foster the belief that there are no 'bad' children, just 'bad choices';
- Encourage children to recognise that they can and should make 'good' choices;
- Recognise individual behavioural norms and respond appropriately;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention;
- Establish clear and consistent routines and expectations to promote positive behaviour.

All staff must:

- Take time to welcome children at the start of the day;
- Be at the door of their rooms at the start of each session;
- Always pick up on children who are failing to meet expectations;
- Always redirect children by referring to 'Ready, Respectful, Safe';
- Use consistent language as children move through the behaviour pathway.

The Senior Leadership Team must:

- Be a visible presence around the school;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage use of positive praise, phone calls/texts/postcards home and certificates/stickers;
- Ensure staff training needs are identified and met;
- Use behaviour records to target and assess interventions;
- Support teachers in managing children with more complex or challenging behaviours.

Members of staff will manage behaviour well by:

- Deliberately and persistently catching children doing the right thing and praising them in front of others;
- Knowing classes well and developing positive relationships with all children;
- Relentlessly working to build mutual respect;
- Demonstrating unconditional care and compassion;
- Using consistent language as children move through
- Modelling expectations of behaviour at all times of the school day.

## **Behaviour for Learning**

East Markham Primary School has three rules for behaviour: 'Ready, Respectful, Safe'

We recognise that a clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Where possible, children are praised publicly and reminded in private.

The school has 3 simple rules: 'Ready, Respectful, Safe'. These rules can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

<b>Our Rules</b>	<b>Visible Consistencies</b>	<b>Over and Above Recognition</b>
<ol style="list-style-type: none"><li>1. Ready</li><li>2. Respectful</li><li>3. Safe</li></ol>	<ol style="list-style-type: none"><li>1. Daily meet and greet</li><li>2. Persistently catching children doing the right thing</li><li>3. Picking up on children who are failing to meet expectations</li><li>4. Where possible, Praising in Public (PIP), Reminding in Private (RIP)</li><li>5. Consistent language</li></ol>	<ol style="list-style-type: none"><li>1. Recognition boards</li><li>2. Certificates</li><li>3. Stickers</li><li>4. Phone call/text home</li><li>5. Verbal praise</li><li>6. Notes home</li><li>7. SLT praise</li><li>8. Class Rewards</li><li>9. Show work to another adults</li><li>10. Recommendation to HT</li></ol>

## **Sanctions**

Staff members will decide if further action or a follow-up sanction, is necessary following a restorative conversation. This will be based on the following:

- The severity of the behaviour;
- If the behaviour is becoming a pattern;
- The likelihood of the behaviour being repeated after the conversation.

Sanctions should do the following:

- Make it clear that unacceptable behaviour affects others and is taken seriously;
- Be proportional to the behaviour exhibited, taking into account whether it is the first instance or a repeated behaviour;
- Not apply to a whole group for the activities of individuals;
- Be carefully designed for each individual child to limit the chances of the behaviour reoccurring;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
- Be clear that the sanction is a consequence of a behavioural choice, not linked to the child as an individual.

Adult Strategies to develop excellent behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

## **Language around Behaviour**

At East Markham Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should use consistent language as children move through the pathway ("Reminder", "Warning", "Sanction") and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged on CPOMS at the staff member's discretion.

### **BEHAVIOUR PATHWAY**



Reminder

Warning

Sanction & Restorative Conversation

*Using their professional judgement, staff members may feel a senior member of staff needs to be part of the sanction and restorative conversation and will seek support as needed.*

Sent to SLT/HT

Parents phoned

Parents called to school

Seclusion

Suspension



## **Persistent Behaviour**

Persistent behaviour that breaks our 'Ready, Respectful, Safe' rules will be followed up with communication with parents/carers. Working with families allows messages regarding acceptable behaviour to be clear and consistent between home and school, supporting children to achieve their best.

## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans'.

When dealing with an episode of extreme behaviour from a child, a member of staff may need to intervene should they or another child be at risk of harm. This will only be used as last resort.

## **Logging Behavioural Incidents**

The school will record behaviour incidents on CPOMS as described below:

- Incidents of behaviour that have resulted in a sanction;
- All incidents involving a child where there is an emerging pattern of negative behaviour;
- All incidents of behaviour which raises a safeguarding concern;
- Any use of positive handling.

## **Suspensions**

Suspensions will occur following extreme incidents at the discretion of the Co-Head Teachers. A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour;
- To give the school time to create a plan which will support the child better;
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include time spent in seclusion with a member of the SLT.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss this.

## **Physical Attacks on Adults**

At East Markham Primary School, we take incidents of violence towards staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. As a first measure, staff will remove themselves and others away from the risky behaviour. If all other measures have been exhausted, physical intervention may be used.

All staff should report incidents directly to a member of the SLT and they should be recorded on CPOMS.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child in our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we will show compassion and care for the child. Suspension will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion or Out of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered;
- The risk to staff and other children is too high;
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a pupil from our school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

In the incidences above, if the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools;
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school;
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site;
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action: Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, suspension or in

very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour;
- The extent to which the reputation of the school has been affected;
- Whether pupils were directly identifiable as being a member of our school;
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff);
- Whether the poor behaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Application**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied but the same principles of promoting good behaviour through the policy will always apply.

### **Links with other policies**

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

<b>Policy</b>	<b>How it may link</b>
Child-on-child Abuse Policy (Previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
Whole School Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

### **Monitoring and Review**

This policy is reviewed and evaluated throughout the academic year. It is updated annually.