



Behaviour Policy

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INTRODUCTION

At James Cambell Primary School, we have high expectations and standards of behaviour which are essential for us to achieve our vision of being a place where children are provided with the opportunities they deserve. The James Cambell Primary is a UNICEF Rights Respecting School.

We believe positive reinforcement and sanctions are both important and necessary to support a whole school culture. Our school is a place where children can achieve their full potential, where friendship thrives and within which there is a partnership between adult and child based on trust, respect and an ethos of mutual care and consideration.

The school leadership team are highly visible and routinely engage with pupils, parents and staff setting and managing the behaviour culture where everyone feels safe and supported. Staff model the whole school approach to behaviour, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff will challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Staff receive annual and ongoing training in Behaviour Management from the SLT Behaviour lead. All new staff receive training as part of the Induction process. We follow a Restorative Approach to Behaviour Management which looks at the harm caused after a negative incident rather than the punishment needed.

This behaviour management strategy is underpinned by five pillars of practice:

- **Consistent, calm adult behaviour.**
- **First attention for best conduct.**
- **Relentless routines.**
- **Scripting difficult conversations.**
- **Restorative follow-up.**

2. AIMS

This policy aims to:

1. Set out clear expectations for all members of our school community.
2. Support our children in living our values of respect, honesty, responsibility, equality and resilience.
3. Encourage children to make good choices about their own behaviour.
4. Set our clear sanctions for poor behaviour choices.
5. Ensure a fair approach to behaviour management.
6. Make clear the rights and responsibilities of all stakeholders.
7. Involve parents in promoting good behaviour.
8. Ensure that there is complete consistency from staff in the implementation of the policy.

3. SCHOOL VALUES AND RULES

3.1 This behaviour policy is based on the school's five core values:

Respect Honesty Responsibility Equality Resilience

At all times in school, children are expected to follow these the three simple rules of ready, respectful and safe.

Ready

- We arrive at school on time
- We get to lessons on time
- We wear our uniform correctly and with pride and have the right clothes for PE and playing outdoors
- We make sure we have the right equipment for all lessons
- We take part fully in lessons and show resilience

Respectful

- We always listen when someone else is talking
- We are polite and show good manners to everyone
- We respect difference and know we are all equal
- We look after equipment and share it
- We look after the school environment and never drop litter
- We are honest and take responsibility for our actions

Safe

- We follow instructions – first time, every time
- We stand up to bullying of any kind
- We line up sensibly and walk quietly around the school
- We know who to go to for support
- We stay safe online and outside school

4. ROUTINES

Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms and certainty on the consequences of unacceptable behaviour. These routines should be simple for everyone to understand and follow.

In addition, the school uses 'pause and insist'. The adult raises their hand, and the pupils stop what they are doing and give the adult their full attention. This is used also at playtime when the first bell is rung. On the second bell, the pupils tidy up and line up after break. At lunchtime, the children enter the school after their year group bell has been rung. Pupils walk around the school on the left side of the corridor.

5. Behaviour Expectations and Pupils with Special Educational Needs/ and or Disability (SEND)

The school's culture consistently promotes the high standard of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. This whole school approach means everyone can feel they belong in the school community. The school culture ensures that there is a calm environment which benefit pupils with SEND, enabling them to learn.

When a pupil has been identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the support being provided. The class teacher is supported by the SENDCO.

If a pupil has an Education, Health and Care Plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

RIGHTS AND RESPONSIBILITIES

6.

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be treated with respect 	<ul style="list-style-type: none"> • To behave respectfully to others
<ul style="list-style-type: none"> • To be safe 	<ul style="list-style-type: none"> • To behave in a way that keeps self and others safe
<ul style="list-style-type: none"> • To learn 	<ul style="list-style-type: none"> • To attend school regularly • To be willing to learn • To allow others to learn
<ul style="list-style-type: none"> • To make own choices 	<ul style="list-style-type: none"> • To have ownership of own choices and accept the consequences of that decision • To allow others to make choices
<ul style="list-style-type: none"> • To be listened to 	<ul style="list-style-type: none"> • To give opinions in a constructive manner • To listen to others
Staff	
<ul style="list-style-type: none"> • To be supported by peers and line managers 	<ul style="list-style-type: none"> • To ask for support when needed • To offer support to colleagues • To be supported by the SLT Behaviour Lead, SENDCO, DSL and the Safeguarding Governor.
<ul style="list-style-type: none"> • To be listened to • To share opinions/ explanations 	<ul style="list-style-type: none"> • To listen to others • To give opinions/ explanations in a constructive manner
<ul style="list-style-type: none"> • To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> • To model courteous behaviour • To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> • To be made fully aware of the school's system/ policies/ expectations 	<ul style="list-style-type: none"> • To seek information and use lines of communication • Follow agreed behaviour policy protocols
<ul style="list-style-type: none"> • To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> • To support others in developing their skills • To acknowledge areas of own behaviour management skills which could be developed • To try new approaches
<ul style="list-style-type: none"> • To feel safe and respected 	<ul style="list-style-type: none"> • To show respect towards others and provide a safe environment
Parents/Carers	
<ul style="list-style-type: none"> • To be treated with respect 	<ul style="list-style-type: none"> • To behave respectfully towards others
<ul style="list-style-type: none"> • To be kept informed about their child's progress and behaviour 	<ul style="list-style-type: none"> • To make sure that their child attends school regularly • To talk to staff if they have any concerns about their child's learning or well-being • To support staff when dealing with children's behaviour
<ul style="list-style-type: none"> • To be listened to 	<ul style="list-style-type: none"> • To listen to others
<ul style="list-style-type: none"> • To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> • To support the school's approach to behaviour and attendance
<ul style="list-style-type: none"> • To have concerns taken seriously 	<ul style="list-style-type: none"> • To share concerns constructively
<ul style="list-style-type: none"> • To hold an opinion (positive or negative) of the school and its rules. 	<ul style="list-style-type: none"> • To only share positive opinions on social media. • To share any negative opinions with the Head Teacher so that he can address them with you.

7. REWARDS

The school will retain a form of extrinsic reward in the form of Class Dojo points but these will be to reward children and any collective recompense will be personal to the class. There is little impact on collecting the total number of points, as this does not influence behaviour outcomes. Parents will have access to the positive points. The negative point system is not to be used.

Certificates are awarded in the weekly Celebration Assembly for 'Star of the Week', which is related to a particular school value. Lunchtime certificates are also given out on behalf of the Playleaders recognising teamwork and for OPAL.

Each class has a 'Recognition Board'. This should be at the front of the class. Each week, the class teacher should decide upon an area of behaviour to focus on e.g. lining up, calling out etc. When the class teacher recognises the student has positively achieved this behaviour, their name gets added to the 'Recognition Board'. This is modified for EYFS.

8. CONSEQUENCES

8.1

	Steps	Actions
1	Reminder	A reminder of the three simple rules – ready, respectful, safe. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last Chance	Speak privately to the student and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted behaviour. See 8.2. Where this step has been necessary, the child should stay behind for two minutes after class. These two minutes are owed, and this is not for negotiation.
4	Time Out	Time out may be in the corner of the room, a thinking spot or the corner of the field. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a discussion in the playground or a more formal meeting.

For EYFS

8.1

	EYFS Steps	EYFS Actions
1	<i>Reminder</i>	<i>A reminder of the three simple rules – Kind hands, kind feet, kind words.</i>
2	<i>Redirecting or Caution</i>	<i>During free play redirect the child to another area of learning if they are running, not sharing, not playing well with certain children etc. Give them a clear caution verbally if they are not or if they continue not to follow the rules.</i>
3	<i>Last Chance</i>	<i>Speak privately to the student and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use a simplified 30 second scripted behaviour. See 8.2. Where this step has been necessary, the child should be kept an eye on and congratulated if they follow through or given time out if they do not.</i>
4	<i>Time Out</i>	<i>Time out may be in the room. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.</i>
5	<i>Repair</i>	<i>Adults use the restorative approach.</i>

8.2

Children who are not following the rules will have a 30 second intervention which is scripted for all staff (step 4 of the consequences). This is delivered in a monotone and quietly (not in front of the whole class) – emotion is to be reserved for celebration. The script is as follows:

- “I noticed that you are (having trouble getting started / singing in class / hitting Jonny with a ruler)
- It’s the rule about (being respectful / being kind / working hard / being safe) that you’ve broken
- Now, do you remember when you got on brilliantly yesterday/ this morning / last week? That’s what I want to see now.
- Thank you.

8.3

Children who continue to disrupt the class with their behaviour or take part in any of the following: e.g., fighting, offensive language (racist, homophobic or otherwise), bullying, behaviour which puts other staff /children at risk and any other high-risk behaviour will have their name logged in the behaviour section on CPOMS and will incur a sanction appropriate to the misdemeanour and the child.

Teachers may send the child to the year group leader or another class if they are unavailable, for a set amount of time, miss their break etc. Teachers must take ownership of these sanctions before referring to SLT. The class teacher should inform the parent/ carer on the same day.

8.4 If staff are unable to complete these steps because the child will not comply with instructions, a senior member of staff will be called to assist.

8.5 Should a child become so disruptive that the rest of the class are either in danger or unable to learn, the child themselves is at risk or the teacher is at risk and all de-escalation techniques have failed to calm the child and return them to class, the child's parents or carers will be called to come to school to help in the de-escalation process.

8.6 If this is not successful and the child has to be taken home, this will be deemed as a day or half day exclusion depending on the time of day that the incident occurs.

8.7 Any serious incidents are recorded formally on CPOMS and a member of SLT is notified.

8.8 Child on child abuse should be reported to the DSL and recorded on CPOMS.

9. BREAK TIME AND LUNCHTIME SANCTIONS

9.1 The same protocols apply at lunchtime. Playground leaders should report any incidents to the classroom teacher and record them on CPOMS at the end of each shift. Staff are not to be interrupted at lunchtime; if urgent the duty SLT should be contacted.

10. INDIVIDUAL BEHAVIOUR PLANS

10.1 We use an Individual Behaviour Plan to modify and encourage positive behaviour when the Behaviour System is not working.

10.2 The Behaviour Plan will be developed by the Class Teacher and the Year Group lead with full involvement of the pupil and parents. A wide range of rewards are used, and the Individual Behaviour Plans are reviewed each term. The SLT Behaviour Lead will also attend all of the planned meetings to offer support, suggestions and monitor the progress of each plan.

10.3 It is the responsibility of the class teacher to inform relevant staff if they need to follow through sanctions or Individual Behaviour Plans with children out of class (e.g., in assembly, at lunchtime, in clubs).

10.4 Please see the Behaviour Management Responsibilities and Actions Flow Chart in the Appendix.

11 EXCLUSIONS

11.1 Please see the DFE Exclusions policy for full details of the process. [Statutory guidance School suspensions and permanent exclusions, Sept 2022](#)

- Only the Head Teacher can suspend or exclude a pupil on disciplinary grounds.
- A suspension, where a pupil is temporarily removed from the school, is in response to a serious breach or persistent breaches of the rules set out in the school's behaviour policy

and shows a pupil and their parents that the pupil's current behaviour is putting them at risk of permanent exclusion.

- A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

12 GOVERNING BODY AND PARENTS/ CARERS

12.2 The Governing Body will keep the policy under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear.

12.3 Parents and carers are ultimately responsible for the behaviour of their children both inside and outside the school.

12.4 Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures, and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

12.5 The school has the power to issue a sanction outside of school to a certain extent which is reasonable including online conduct.

The school also might sanction pupils for the following misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school; • when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

13. LEGISLATION AND STATUTORY REQUIREMENTS

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

- The Equality Act 2010
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online.
- KCSIE 2022

14. CONSULTATION, MONITORING AND EVALUATION

14.1 The success of this policy is monitored by the Behaviour Lead,

14.2 This policy is available for all parents to read on the school's website. It should be read in conjunction with the following policies –, ***Anti-Bullying, Positive Handling and Complaints Procedure***. It has been approved by the Governing Body of the school and will be reviewed every three years.

14.3 The Behaviour Policy is communicated to all members of the community and is publicised on the school website. This ensures behaviour expectations of, and responses to behaviour are consistent, fair, proportionate, and predictable.

Appendix 1: What is the Restorative Approach to Behaviour Management?

The Restorative Approach to Behaviour Management looks at the harm caused after a negative incident rather than the punishment needed.

All Restorative practices look at the positive relationships between individuals and how to repair them in light of any negative events which may occur.

Restorative Approaches give each person who has been involved in an incident an equal opportunity to have their views heard and subsequent needs met.

All members of staff use the same questions with each child and incident, so the process is systematic and fair.

Through the use of Restorative Approaches, we acknowledge that each person has their own personal point of view or unique perspective and personal response to incidents which they may have been involved in.

We also understand that thoughts and feelings drive our actions and therefore must be discussed and dealt with in order to prevent the same incidents from reoccurring.

Restorative Approaches teach children to think about the harm caused by their behaviour and the impact this may have on others.

Finally, all persons involved in negative incidents have the opportunity to put things right in a way that they deem reasonable.

The Reason we use a Restorative Approach

At James Cambell Primary School, we believe that when negative incidents occur, the best way to put them right is to learn from our mistakes and work together to find a positive solution.

By using the Restorative Approaches staff are able to fairly and consistently investigate what has happened in order to see things from everybody's point of view.

We believe that by following these questions in each incident that we deal with our children will begin to develop the skills they need to resolve broken relationships for themselves as the process focuses on self-reflection and telling the truth rather than appointing blame.

When asking these questions staff are spending time to understand the feelings of all children and how they may have led to any negative actions. This helps children to receive the advice and support they may need to prevent further negative incidents.

We also believe that our children could be able to, with appropriate training and support, resolve negative issues by themselves. This empowers them to think resourcefully and with empathy.

The Restorative Approach Question Stems

All staff members carry these question prompts on the back of their lanyards at all times. The children are familiar with the questions and know how to work together to put things right.

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who's been affected by what you did and how?
5. What do you need to do now?

For More Information

All our staff have been trained to deliver Restorative Approaches and to use the question prompts as shown.

If you would like any further information or if you have any questions about this approach, please contact your child's teacher who will be happy to talk to you about Restorative Approaches.

Behaviour Management Responsibilities and Actions Flow Chart

This flow chart provides a procedural outline for managing students who are outside of the behavioural system. This has been compiled in consultation with staff and parents and it is not an exhaustive list

Student has not responded to 30 second script, loss of play or there has been a serious incident.

STEP 1 - CLASS TEACHER

Class teacher to meet with YGL and Behaviour Lead to discuss strategies and to begin to compile a Behaviour Plan. Boxall completed and analysed.

STEP 2 - CLASS TEACHER/ BEHAVIOUR LEAD

Class Teacher to meet with parents to discuss plan and to include home actions. BL and YGL can support. **BEHAVIOUR PLAN CREATED**

STEP 3 - CLASS TEACHER/ SENDCO

If behaviour has not improved in allotted time, Class Teacher to meet with SENDCO to determine whether student is added to SEMH provision list or attend Nurture. SENDCO to review behaviour. Possible referral to CAHMS, Dowry or EHCP

STEP 4 - CLASS TEACHER/ BL/ DSL

If no underlying condition possible referral to outside agency eg Hot Heads. Modification of Behaviour Plan in conjunction with Behaviour Lead.

SUSPENSIONS

IF SERIOUS INCIDENT, HEAD TEACHER MAY ISSUE A SUSPENSION.