



# Radley CE Primary School & Foundation Stage Unit

## Behaviour Policy and Statement of Behaviour Principles

***Jesus said, "I come to give life - life in all its fullness" John 10:10***

We are a welcoming community. This policy has been developed to ensure it contributes to the school fulfilling its Vision Statement, promoting a forgiving environment where everyone feels happy, safe and secure and can achieve their personal best.

Through our vision statement of ***'I come to give life- life in its fullest'*** from **John 10:10**, we aim for all at Radley Primary School to follow the Christian teachings that lead to us feeling valued and respected, and each person treats and is treated fairly and well. We aim to exemplify this through living out our school values of **Relationships**, **Resilience** and **Respect** in all that we do, to know that by striving to be the best person we can, will ensure that we can get the very best out of our lives.

Our ethos also underpins our behaviour to one another. We realise that we all make choices and mistakes and we all have a part in helping others to make good choices, to be patient and to forgive.

### 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, forgiving and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### 1. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) and [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

### 2. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes · Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol or drugs
  - Stolen items
  - 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)

### **3. Rights and responsibilities**

At Radley CE Primary School measures are taken to create and promote an inclusive culture. The aims and approaches used are clearly established through our Equality and Social Inclusion Policy.

We use the concepts of rights and responsibilities (Appendix 3) in making choices about all behaviour, believing these extend to all adults and children in our school community. Over-arching all the rights and responsibilities, is the need for all to be shown understanding and consideration by others.

#### **3.1 The governing board**

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1) ·  
Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

#### **3.2 The Headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1) ·  
Approving this policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils · Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully · Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy · Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **3.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour · Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using school behaviour forms.
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **3.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate · Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour · Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### 3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

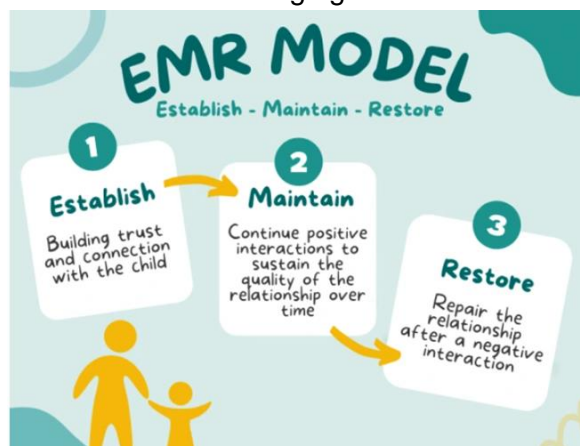
Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 4. School Behaviour Curriculum

### 4.1 Ethos

We are a welcoming Christian community, whose values of Relationships, Resilience and Respect underpin our behaviour to one another. It is a primary aim that every member of the school community feels valued and respected, and each person is treated fairly and well. This policy has been developed to ensure it contributes to the school fulfilling the Vision Statement 'I come to give life, life in its fullness' John 10:10, promoting an environment where everyone feels happy, safe and secure and can achieve their personal best.

At Radley Primary School, we pride ourselves on the relationships we have between pupils, staff and parents. It is out of these relationships where we seek to know and understand our pupils. There are many factors which influence children's behaviour, whether they happen at school or outside of school. It is through high-quality relationships that our staff can become aware of potential challenges and ensure we proactively work to support the child in the best way possible. We use the EMR – **Establish – Maintain – Restore** method to build positive relationships, as shown below and Restorative Practice when managing incidents of misbehaviour (Appendix 4).



Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Forgive others and accept apologies from others
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

## **4.2 Classroom Management**

We believe an appropriately structured curriculum coupled with effective learning contributes to good behaviour. To achieve this, lessons have clear objectives which are understood by the children, differentiation is in place within the teaching to meet the needs of different children and good feedback is given.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school by following the Teaching and Learning Policy which compliments this policy.

## **4.3 PSHE and RE**

Children are taught Personal, Social, Health and Emotional education through our school scheme of Jigsaw. Throughout this scheme children tackle concepts related to celebrating difference, relationships with others and changes that occur. In collaboration with the school RE scheme of Discovery RE the children have a wide experience of deep thinking around difference, acceptance and understanding that underpin our expectations around behaviour.

## **4.4 Zones of Regulation**

The school use an additional approach to support a consistent language around behaviour and can be seen outlined in appendix 2.

## **4.5 Mobile phones**

Children in Thames Class may bring a mobile phone to school if they have permission to walk home alone. This will be switched off and kept in an agreed place until the end of the day.

# **5. Responding to Behaviour**

## **5.1 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and

consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### **5.3 Positive Behaviour Management and Celebrating Success**

#### **Positive reinforcement of expected behaviour**

This is the bedrock of the school's ethos. Good listening skills, good learning attitudes or kindness shown to others is praised by members of staff, including behaviour seen on the playground. Good work or actions may also be celebrated by a child being commended to a wider audience including the head, for example showing their work, or a discussion of their actions.

When you pay more attention to behaviours, you see more of them. That is why we *Praise in Public (PIP)*. *What does PIP look like?*

- Non-verbal signals, nod, smile, thumbs up
- Individual positive public praise
- Stickers
- Public praise / whole group praise / whole class praise
- Notes/phone calls home
- Whole class rewards
- Merits
- Values badges
- Class and school recognition displays

When a pupil's behaviour consistently meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

We focus on the positive things that children do and reward this through a variety of different techniques. Our successful learning environment is reinforced through:

#### **Whole class rewards**

Whole class rewards are when a whole class is working towards a reward by regularly achieving a target, e.g once a class has collected all fifteen puzzle pieces for the target of not calling out, they will receive a reward which they have chosen to work towards. The class must not be punished by having puzzle pieces removed as this has a detrimental effect on the class.

#### **Merits**

Merits are given to children for displaying the school's values. Teachers make specific reference to a value and the way a child has displayed that value to earn a merit. Merits are counted each week and each child keeps a tally of the merits they have collected and earn certificates for every 25 merits collected.

#### **Celebration Assembly**

This takes place each week and is led by the School Council. Children celebrate their learning and a Star of the Week certificate is awarded to a child in each class for effort and achievement.

#### **Tea with Mrs T**

At various times throughout the term Mrs Thomas will request 1-2 children from each class

to come and have hot chocolate with her in the head teacher's office. This is an exceptional treat reserved for those demonstrating outstanding behaviour on a regular basis.

## **6. Responding to misbehaviour**

Consistency in dealing with negative behaviour is key across the school, and we regard negative behaviour as everyone's responsibility. We only speak about the behaviour and not the child, as a key element of any effective behaviour management policy is maintaining the self-esteem of the child and positive relationships. The language of 'choice' is used.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. Being clear and transparent in our approach and ethos with the children helps them feel a sense of justice, equity and understanding when issues are dealt with.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under this policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Collective punishment is not used as a consequence e.g. the whole class missing playtime as it is rarely the case that every child has displayed unacceptable behaviour and deserves a consequence.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. A clear understanding that 'behaviour is communication' is adopted by all staff through regular training and reinforcement.

Consequences are natural and logical for the incident involved e.g. breaking school property results in payment to replace broken item/ Work not completed during learning time is completed during a part of lunch break or sent home/ upsetting another peer through unkind behaviour results in taking restorative action to repair the relationship with the other child and understanding the impact of their actions.

### **6.1 Minimising unexpected behaviours**

#### **Restorative Practice**

Restorative practice is all about relationships and how you approach relationships – making, maintaining and, when necessary, repairing relationships. The emphasis is on building and maintaining positive and respectful relationships so that stresses are less and conflict is less likely. At Tyndale, we allow time to listen to the voice of individuals so that they can clarify their issues and needs and empower them to find their own solutions.

*Challenging unacceptable behaviours - We believe that the behaviours we walk past are the behaviour we accept. Whether intended or not, we will always challenge unacceptable behaviour. We have a duty to challenge unacceptable behaviour. Being restorative doesn't mean there are no consequences or boundaries. If children feel 'worked with' as opposed to 'done to' they are more likely to accept consequences and may learn, through the restorative process, to do things differently as a result.*

### **Using the restorative themes:**

- Observation – Say what you saw / heard
- What did you think/feel about it
- How did it affect you/others
- What do you feel is needed to prevent this from happening again?
- Consider what is needed to move forward from current situation

### **De-escalation**

We know that some low-level behaviours can escalate if not quickly and calmly responded to and positively re directed. Our first response will be to publicly praise those who are doing what we want, in the hope that the unexpected behaviour stops. Adults will then seek to find the very next positive thing the child does and publicly praise them, so we keep 'noticing the positives' in public. Responding to behaviour is not the same as reprimanding (which is done in private)

If a child is displaying dangerous behaviour which could potentially harm another child or member of staff, the classroom may need to be evacuated prior to de-escalating the child.

### **Scripting**

Scripted responses, rather than improvised reactions, help to shape behaviour. You do not need aggression to hold boundaries; you need consistency that comes through in every tricky conversation which is practiced and refined every day. (See Appendix 2 for 30 second script, restorative conversation and corridor conference)

### **Reprimand in Private**

Children are reminded of the correct behaviour in private and in a scripted way. We do not 'name and shame' in front of peers and we do not write names on a white board of children misbehaving. We focus on the positives and privately address the unwanted behaviours. General whole class reminders or short instructions such as "remember to sit up" or "empty hands" can be given without needing to be done privately. Check ins such as "are you ok?" "Do you need help?" can also address early signs of escalation by promoting connection before correction.



	<b>Types of unexpected behaviours</b>	<b>Immediate response by staff</b>	<b>Follow up response</b>
<b>Level 1</b> <b>Low</b>	<ul style="list-style-type: none"> <li>· Calling out</li> <li>· Fidgeting or fiddling with equipment</li> <li>· Being unkind to a peer</li> <li>· Not sharing resources</li> <li>· Swinging on chairs</li> <li>· Graffiti or defacement</li> <li>· Not moving around the school responsibly</li> <li>· Shouting out or chatting during teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>· Praise other children</li> <li>· A reminder, then a warning using 30 second script</li> <li>· Refer to visual in classroom as reminder:</li> </ul>	<ul style="list-style-type: none"> <li>· If child changes behaviour, praise them.</li> <li>· If child does not change behaviour, share choices which includes a natural consequence (e.g. paying for equipment which is damaged, losing playtime to complete work, speaking to adults at end of day)</li> <li>· Restore relationships as needed</li> </ul>
<b>Level 2</b> <b>Medium</b>	<ul style="list-style-type: none"> <li>· Continuation of low-level behaviours</li> <li>· Inappropriate language, rudeness to an adult/peer (not discriminatory)</li> <li>· Refusal to complete work</li> <li>· Refusal to follow instructions</li> <li>· Escalating other children.</li> <li>· Mild swearing</li> </ul>	<ul style="list-style-type: none"> <li>· Restorative conversation</li> <li>· Reflection sheet</li> <li>· Short time in another room</li> </ul>	<ul style="list-style-type: none"> <li>· Restore relationships wherever appropriate/needed</li> <li>· Complete any work which was missed due to reflection time</li> <li>· Report on CPOMS (reported by the staff member dealing with the unexpected behaviour)</li> <li>· Parents to be notified (by class teacher)</li> </ul>
<b>Level 3</b> <b>High</b>	<ul style="list-style-type: none"> <li>· Continuation of medium-level behaviours (minimum of 3x)</li> <li>· Biting, kicking, punching etc.</li> <li>· Discriminatory language including racism</li> <li>· Damaging school property including upturning classrooms or learning space</li> </ul>	<ul style="list-style-type: none"> <li>· De-escalation</li> <li>· Evacuation of class if necessary</li> <li>· avoid direct interaction until calm</li> <li>· Restorative conversation once calm</li> <li>· Time out with a member of SLT</li> </ul>	<ul style="list-style-type: none"> <li>· Restorative practice with a member of SLT and class teacher</li> <li>· Natural and logical consequence for behaviour</li> <li>· Restore relationships with all involved (peers/additional adults)</li> <li>· Report on CPOMS (reported by the staff member dealing with the unexpected behaviour and followed up by SLT with</li> </ul>

			<p>consequences and actions moving forward)</p> <ul style="list-style-type: none"> <li>· Parents to be notified by a member of SLT</li> <li>· Consider report card/ISP depending on current level</li> <li>· Consider internal/external suspension based on severity</li> </ul>
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Most instances of poor behaviours are relatively minor and can be adequately resolved through a 30 second script and with a clear reminder and possibly a choice or awareness of the potential consequence for the behaviours. Staff will proactively intervene to support pupils in making choices using scripts provided. A consistent approach is very important. Scripts are shared with staff and are on staff lanyards.

## Stages of Behaviour Support

### Stage 1: Restorative Conversation (underpinned by the 5 core beliefs - Appendix 4)

Initially, the class teacher will have a restorative conversation with the child. If necessary, another restorative conversation will be held with the child's parent/carer.

Step 1 - *What happened? What is happening?* (Hearing the story)

Step 2 - *How were/are you thinking? How were/are you feeling?* (Thoughts and feelings)

Step 3 - *Who's been affected? How? What's been the hardest thing?* (Harm and Affect)

Step 4 – *What do you need to feel better? Sounds like you need? What is it about...that will make you feel better?* (Identifying underlying needs)

Step 5 – *What needs to happen to move forwards? Where do you want to go from here? Is there anything you wouldn't want me to share with the other person?* (Ways forward?

Ownership of Solutions)

### Stage 2: Report Card (Appendix 6)

Prior to the initial meeting, the class teacher and the assistant member of SLT responsible for the phase will meet with the SENCo to ensure that repeated behaviours resulting in sanctions are not a result of unmet needs/SEND in the classroom.

The initial meeting will involve the child, their parent/s, the class teacher and a member of SLT. If the class teacher is unable to attend then complete feedback of the meeting is shared at the first available opportunity to ensure consistency.

The unexpected behaviours will be shared with parents, including the frequency of concerns.

Discuss with the child and parent what is causing the unexpected behaviour and make changes if necessary (e.g. changing the seating plan)

Three SMART targets will be set and these will be written onto a report card. The child will be responsible for their report card and ensure that they are scored for each lesson, break and

lunchtime.

The report card will be reviewed fortnightly and if appropriate, praise will be given. If limited progress has been made, discuss what changes are needed to get a higher score. The first review will involve the child, their parent/s and the class teacher

The second review will involve the child, their parent/s, the class teacher and a member of SLT responsible.

If the child has made sufficient progress, a decision will be made to move off the report card or reduce the frequency of scoring. If the child has not made sufficient progress the member of SLT will decide to proceed to an inclusion support plan. Minutes are taken of each meeting and attached to the child's CPOMS profile.

### Stage 3: Inclusion Support Plan

Should unexpected behaviours persist following Stage 1 intervention(s) or a serious behaviour incident, the child will be placed on an Inclusion Support Plan (ISP). An ISP requires positive and negative behaviours to be identified by a relevant member of staff using a QCA Behaviour Assessment. In a meeting involving school, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. The ISP should be reviewed weekly with key adults in school.

### Stage 4: Pastoral Support Plan

Should unexpected behaviours persist following the implementation and regular review of an Inclusion Support Plan (ISP), the member of SLT should seek advice\* to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child.

If a child reaches Stage 3, the school should also work with the parents/carers to initiate an Early Help Assessment (EHA) and Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. TAF meetings should take place every 6 weeks. Progress against PSP goals should be reviewed as part of the TAF.

\* At this stage, the member of SLT should also refer to the Learner Engagement Team's Guide for school leaders and agencies supporting school-age children / young people at risk of exclusion from school.

In all these cases, a multi-agency meeting should be arranged to reduce the risk of exclusion: ▪ If a child has an **Education Health and Care Plan** the school will contact the SEN Officer to discuss the risk of exclusion.

▪ If the child is a **Looked After** the school will contact the Virtual School for Looked After Children ▪ If the child is open to social care (**Child in Need or Child Protection**) the school will contact the social worker

## 6.3 Physical contact, care, comfort and reassurance

### Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offense

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Staff induction includes Team Teach training on how to safely use 'reasonable force' in a variety of situations in and out of the classroom. Staff may confiscate from a child anything that is not permitted on the school site.

Our aim is to provide clear guidance to school staff on the use of physical contact. We want staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care. In certain contexts, and in line with our duty of care, we adopt the concept of being a professional family and mitigate against the risks for our children by using positive contingent touch e.g. walking while holding hands/reassuring hand on the shoulders. Physical contact is necessary and justifiable when it meets the needs of the child. School staff recognise that physical contact is an integral part of the job, for example when teaching physical skills such as swimming and gymnastics, various forms of therapy, the administration of first aid and providing comfort, care and reassurance.

#### **6.4 Internal suspension**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a fixed amount time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum within their class.

Internal suspension is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Internal suspension can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the headteacher, and will be removed for a maximum of 2 hours.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so and all relationships actively restored. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of internal suspension along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

### **6.5 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **6.6 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **6.7 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police

action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **6.8 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - o Manage the incident internally
  - o Refer to early help
  - o Refer to children's social care
  - o Report to the police

Please refer to our child protection and safeguarding policy for more information

### **6.9 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and Allegations Against Staff Policy for more information on responding to allegations of abuse against staff or other pupils.

## 7. Recognising the impact of SEND on Behaviour

### Additional support and inclusion

There are times where some children in school will present with complex and challenging behavioural and emotional needs. In accordance with the Equality Act 2010, there is a duty to have respect for children with Special Educational Needs and comply with Safeguarding guidelines. Parents are contacted to discuss the matter with the school SENCo and class staff so that working together the problem can be resolved. If appropriate, outside agencies such as the Educational Psychologist and behaviour support may be contacted for additional support, guidance and advice.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) therefore decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring through reasonable adjustments.

### **7.1 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 8. Pupil transition

### **8.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **8.2 Preparing outgoing pupils for 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.

## 9. Training

As part of their induction process, our staff are provided with training on managing behaviour, including training on:

- The needs of the pupils at the school
- The Restorative Practice and EMR Approach
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development. A staff training log can be found in appendix 2.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data using the school system CPOMS on the following:

- Behavioural incidents, including internal suspension
- Attendance, permanent exclusion and suspension
- Incidents of Bullying or Racism
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed each long term by Claire Thomas, Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

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

[14. Links with other policies](#) This behaviour policy is linked to the following policies

- Exclusions policy



- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
  - Early Years Behaviours for Learning Policy
- Equality and Social Inclusion Policy
- Online Safety Policy
- Special Educational Needs Policy
- Worship Policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 suspensions and 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

## Appendix 2 - Zones of Regulation

Radley CE Primary School uses **The Zones of Regulation™** curriculum (or "The Zones" for short), which are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help children gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

The lessons and learning activities are designed to help the students recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all team members know and understand The Zones language. This creates a comfortable and supportive environment for the student to practise his or her self-regulation skills. It also helps the student learn the skills more quickly and be more

likely to apply them in many situations. You can support the student during this process by doing the following:

- Use the language and talk about the concepts of The Zones as they apply to you in a variety of environments. Make comments aloud so the student understands it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”
- Help the student gain awareness of his or her Zones and feelings by pointing out your observations. “I notice you are feeling tired/restless/annoyed - i wonder if you are in the blue/yellow zone right now. How can I help/you help yourself feel better?”
- Validate what Zone your students are in and help them think of expected ways to self-regulate so their behaviour is expected for the context.
- Share with the student how his or her behaviour is affecting the Zone you are in and how you feel. “I feel in the yellow zone when you choose to shout at me. It’s ok to feel in the red zone and be angry. It is not ok to shout at me.”
- Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her Zone with you. “I want to hear you. You can tell me you feel angry/in the red zone. I will help you think of ways to feel better when you’re ready”.
- Show interest in learning about the student’s triggers and Zones tools. Ask the student if he or she want reminders to use these tools and how you should present these reminders.
- Make sure to positively reinforce students for recognizing their Zone and managing their behaviours while in it, rather than only pointing out when students are demonstrating unexpected behaviours while in a Zone.

It is important to note that everyone experiences all of the Zones—the Red and Yellow Zones are not the “bad” or “naughty” Zones. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgement.

### Appendix 3: Rights and Responsibilities

Rights	Responsibilities
To feel safe	To think and act in a way that keeps us and others feeling safe

<b>To be listened to</b>	<b>To listen to and value the thoughts and feelings of everybody</b>
<b>To learn</b>	<b>To be prepared for learning and to enable others to learn</b>
<b>To make mistakes</b>	<b>To admit and put right our mistakes, to ask for help and learn from our mistakes and to allow others to make mistakes</b>

## Appendix 4 – Restorative Practice Approach

### Restorative Practice Process

#### What are the benefits of restorative approaches in schools?

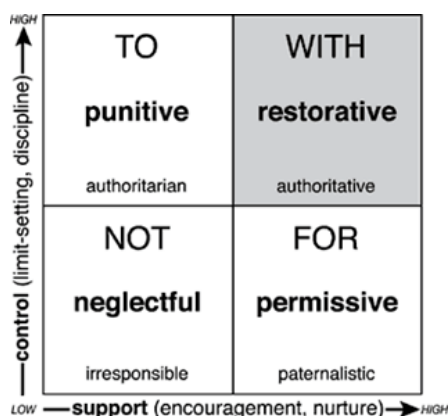
Experience and evidence at local and national levels has shown that restorative processes have a positive impact in changing school cultures, especially regarding attendance and behaviour, when embedded in a wider restorative context, and within clear school improvement strategies.

“A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

An independent [evaluation](#) of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.”

#### How does it work?

A restorative approach is a culture or ethos with a practical goal: to strengthen relationships through open and honest dialogue. The social discipline window (see image below) is a learning tool that explores a way of thinking about behaviour and communication.



At Radley, we aim to proactively work 'WITH' people, not doing things 'TO' them, not doing things 'FOR' them and 'NOT' being neglectful and doing nothing at all. By practicing in the WITH window children will most likely feel empowered and supported to find their own solutions.

The five core beliefs of Restorative Practice are:

1. **Hearing the story:** Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say.
2. **Thoughts and feelings:** Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour.
3. **Harm and Affect:** Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. **Identifying underlying needs:** All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. **Ways forward? Ownership of solutions:** The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

The five steps of the Restorative Practice process are followed when responding to a child who has harmed/been harmed others (whether physically or verbally) are:

Step 1 - What happened? What is happening? (Hearing the story)

Step 2 - How were/are you thinking? How were/are you feeling? (Thoughts and feelings)

Step 3 - Who's been affected? How? What's been the hardest thing? (Harm and Affect)

Step 4 – What do you need to feel better? Sounds like you need? What is it about...that will make you feel better? (Identifying underlying needs)

Step 5 – What needs to happen to move forwards? Where do you want to go from here? Is there anything you wouldn't want me to share with the other person? (Ways forward? Ownership of Solutions)

## Appendix 5 – 30 second script, corridor conference, 30 second empathy

Most instances of poor behaviours are relatively minor and can be adequately resolved through a 30 second script and with a clear reminder and possibly a minor consequence for the behaviours. Staff will proactively intervene to support pupils in making choices using scripts provided. A consistent approach is very important. Scripts are shared with staff and are in staff lanyards.

### 30 Second Script

- Are you ok?
- I noticed that you are not being respectful, safe, ready...
- We have agreed that we will be .... as one of our expectations in class, at lunch ...
- How can I help now?
- When you go back I want you to ...

**30 Second Empathy** - You may be approached by a young person who needs to talk with you

urgently and at a time that is impossible. You may be late for the doctor or on our way to an interview or a teacher rushing to you next lesson.

- Stop what you are doing
- Commit the next 30 seconds to giving full attention to the young person

Take care with your body language and tone – ensuring that your body isn't contradicting your words.

During the next 30 seconds:

- Gently and firmly stop the young person from telling their story or explaining why they need to talk to you
  - Reassure the young person that what they have to say is important, and that you want to be able to listen properly
  - Acknowledge their feelings
  - Explain that you don't have time to talk to them right now
  - Negotiate a time when you will be able to listen fully – ideally later that day if possible
  - Explore with them whether there is anyone else on their support network they could approach if they need to speak to someone immediately

**Corridor Conference** - A corridor conference is a technique you can use to take a restorative approach to an immediate conflict – this will depend on whether people are calm enough to have a conversation. If this approach doesn't work, it might be because people are emotionally flooded and the issue might have to be revisited when everyone has calmed down. This is to use for low level issues and to attempt to defuse a situation.

The governing board 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 Full Governing Board annually.

## Appendix 6: Report Card

### Radley C of E Primary School

**Name:**

**Class:**

**Targets:**

**1: Target**

Consequence if not followed

**2: Target**

Consequence if not followed

### 3: Target

#### Consequence if not followed

	AM 1	Break	AM 3	Lunch	PM 1	PM 2	Comments
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

**1 = High level disruptive behaviour**

**2 = There was an issue but worked hard to turn it around**

**3 = Followed all expectations/instructions and produced excellent work**

When my **day** has no 1s I will be rewarded with:

When my **week** has no 1s I will be rewarded with: