

Good Behaviour Policy

Rationale

We believe that school communities are most effective when their members have high self-esteem and respect for each other. This encourages the development of self-discipline enabling children to become responsible members of society and to be able *to make the right choices*. Rules need to be fully understood by staff, children, parents and governors and applied consistently and fairly. Good behaviour should be recognised and praised at all times.

Our Core Christian Values

These underpin our school's Good Behaviour Policy:

Hope - seeing the good in everyone/thing

Honesty - always being truthful

Forgiveness - letting go of mistakes

Friendship - being a friend to all

Trust - in yourself and others

Love - for each other



Aims

- To create the conditions for a happy, orderly school in which effective learning can take place, and to ensure the safety and well-being of all children
- To foster a climate in which good behaviour and positive attitudes are expected, and which reinforce the school's Christian ethos to *show love, friendship and forgiveness to others*

We will endeavour to achieve these aims by:

- (a) Encouraging respect for self and others
- (b) Developing self-discipline in the children
- (c) Fostering co-operation among children and between children and adults
- (d) Enabling children *to make sensible choices* about how they behave
- (e) Teaching the children that actions have consequences
- (f) Encouraging the children to be honest and truthful
- (g) Promoting care and pride in the school and its environment
- (h) Encouraging children to accept responsibility for their own actions
- (i) Showing the children that it is important to care for others and to respect their property
- (j) Ensuring that the child is aware that it is their behaviour which is not acceptable, not themselves as a person
- (k) Having a clearly defined framework of expected behaviour, which is made known to everybody in the school
- (l) Displaying the Federation Expectations in Classrooms and around School
- (m) Reinforcing expectations from the 'Good Behaviour Policy' at regular intervals, emphasising why they are necessary

Federation Expectations for Everyday Good behaviour:

- We look after our school and each other
- We are kind, polite and helpful to everyone
- We keep hands, feet and other objects to ourselves
- We always do as we are asked and always allow others to get on with their work
- We walk sensibly and quietly in school

Playground Expectations for Good Behaviour:

- We stand still when the first bell rings
- We play on the grass / field when an adult has given us permission
- We use equipment when the playground is dry
- We let others join in the game
- We tell an adult if someone does or says something unkind, we do not retaliate

NB. Also see appendix A and B for Adventure Playground and Climbing Frame & Trim Trail Rules personalised to each school

Hometime Expectations for Good Behaviour:

- We walk out of school in our classes with our teacher and wait until collected by an authorised adult

Whalton's Behaviour System ladder








- All Whalton classrooms have a Behaviour System Ladder
- In Classes 2 and 3, the ladder has 'Outstanding', 'Ready to Learn'; 'Reflect' and 'Consequence' rungs
- In Class 1, the ladder has 'Ready to Learn'; 'Outstanding' and 'Reflection'. All children begin on 'Ready to Learn' each morning

Longhorsley's Behaviour System ladder

- All Longhorsley classrooms from Early Years to Year 4 have a Behaviour System Ladder.
- In all classrooms we have a ladder of behaviour expectations ranging from Outstanding, Great - ready to learn, Time to reflect - which is a reminder of expectations and consequences (either a move away, a little time out or a change of scenery)

Link between Behaviour and Emotions

Across our Federation, we encourage children to recognise their behaviour and learn how to deal with their feelings appropriately. We base our ideas on the 'Zones of Regulation'; different colours representing a range of feelings:

			
			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad
Sick	Calm	Worried	Terrified
Tired	Feeling Good	Silly	Yelling
Bored	Focused	Excited	Hitting
Running Slow	Ready to Learn	Losing control	Out of Control

Each class interprets this slightly differently, as it is personal to their class members and needs to be understood by all children at an age appropriate level. There is a shared language and coloured zones; although how one child may feel in one zone can be totally different to another individual. As the children develop through their different years, we expect them to become increasingly self-aware of their emotions and how to manage them, as well as being able to recognise others' feelings in order to make the right choices and be able to help others in a positive and supportive way when they are struggling in a zone.

Praise and Rewards

Praise and rewards are important because they:

- Reinforce good behaviour
- Allow children to monitor their progress
- Increase self esteem
- Encourage continued good behaviour
- Celebrate children's achievement within the school community

Praise and rewards will usually be in the form of:

- Spoken praise in classrooms, playground, at lunchtimes, during collective worship and on visits; movement of the child's name up the Behaviour Display Ladder to outstanding
- Stickers on jumpers and in books; stamps and points, including School360 points
- A reward system which consists of a marble jar. Once the jar is full the whole school has a treat.
- Special Star of the Week and Christian Core Value Certificates given out at a weekly Head teacher's Award (WH) or Celebration Collective Worship (LH)
- Conversations with parents/notes home

Children are encouraged to show particularly good work to other teachers and the Head teacher. Achievements by children in and out of school are recognised by classmates and the whole school to improve self esteem.

Consequences

Consequences are important because they:

- promote consistency and fairness
- help children to make sensible choices about the way they behave

- encourage parental support
- inform parents of unacceptable behaviour

The consequences of choosing not to follow the expectations of the school will usually be in the form of hierarchical warnings and movement down the Behaviour Display Ladder.

1. **Reminder** of the school expectations with the opportunity to change their behaviour.
2. **Verbal warning** – naming the relevant school expectation which is not being met. The child's name moves to 'Reflect' where they reflect upon their actions and correct them.
3. **Written warning** – name moved down to 'Consequence' with the resulting consequence of missing playtime (or possible thinking time in class if relevant) – behaviour will then be discussed and parents informed. Records are made where necessary.
4. If behaviour fails to improve, Head teacher/Assistant headteachers will be notified and child's parents contacted to discuss ways forward and the possibility of further sanctions, including withdrawal of privileges
5. In the case of challenging physical behaviour (which puts either the child, staff or other children at risk), the schools will have no choice but to exclude either for a fixed period of time or discuss the option of a managed move to prevent permanent exclusion if ongoing

Exclusion

Only the Executive Headteacher can exclude a child and this must be on disciplinary grounds. A child may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. This is not something that either school takes lightly. A fixed-period exclusion can also be for parts of the school day. For example, if a child's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases.

Please see statutory guidance below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Managed Move

As maintained schools, both schools in the Federation have the power to direct a child off-site for education to improve their behaviour. A child at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school.

Physical Intervention/MAPA (management of actual or potential aggression)

The vast majority of our staff have had MAPA training and this training is refreshed annually. This training ensures that staff have the knowledge and skills to prevent, decelerate and de-escalate crisis situations so that restrictive practices can be avoided, wherever possible. De-escalation involves verbal and non-verbal communication (child dependent) based on how to calm and regulate a child's emotions. Staff are taught MAPA holds which are only to be used as a last resort, that are the least restrictive and last for the least amount of time. A physical intervention will only be used when it is in the child's best interests/in the interests of everyone, it is calculated by looking at the risk of doing something over the risk of doing nothing. For example: A child injuring themselves or others, including both children and staff.

Recording, reporting and monitoring of incidents

If there are any incidents which have required the use of restrictive physical intervention, they will be written up in school, stating all of the information around the situation. For example: time it began, possible trigger(s), how long it lasted, staff involved and intervention required. Parents are informed via a phone call which is usually made by the member of staff that has dealt with the situation and knows all of the information surrounding the

lead up to and the de-escalation of a situation. A member of the leadership team is also informed so they can monitor and support staff dealing with these situations.

Children who need bespoke behaviour management strategies and the possible use of restrictive physical intervention will have an individual risk assessment and a behaviour plan in place. Often, these have been written in collaboration with external support agencies. They will be written with the child at the centre, they could include a verbal script so that everyone is reinforcing the same messages with a child, they could name a safe space to be moved to, they could include specific activities or specific staff ...

Safe space for children

If a child becomes disruptive, it may be stated on their individual behaviour plan that they are placed in an area of school away from other children for a limited period of time with adult supervision. This is to ensure both the child and their peers are safe.

Bullying

At Longhorsley and Whalton C of E First Schools, we believe that every child has the right to learn in a safe, caring and nurturing environment. Each school takes bullying very seriously and has a zero tolerance policy in place. Our Anti-Bullying Policy outlines our strategies and procedures for dealing with this.

All reports of bullying will be investigated by a member of staff who should:

- (a) inform the Headteacher;
- (b) ask other members of staff to be vigilant;
- (c) respond quickly;
- (d) reassure the victim and offer help and advice.

Please see separate Anti Bullying Policy

The FEDERATION of LONGHORSLEY St HELEN'S and WHALTON C of E SCHOOLS

Reviewed by staff, considered by Governing Body Teaching, Learning and Assessment Committee, approved at the Governors Meeting and implemented from that date.

Approved: Autumn term 2020
Review date: Autumn term 2021

Appendix A : Adventure Playground Rules at Longhorsley C of E First School

- We look after our Adventure Playground
- We go across and through the climbing wall, but not over the top
- We have no more than three people on the bridge at the same time
- We always go **down** the slide
- We never sit on the very top of any piece of the Adventure Playground equipment
- We understand how our new COVID 19 Pandemic expectations affect how we use this area (see Appendix D).

Appendix B: Climbing Frame Rules at Whalton C of E Primary

- We look after our climbing frame
- We never sit on the top of any piece of the climbing frame
- Only one person is allowed on each trapeze bar and only one person at a time swings on the monkey bars
- We never try to touch or hurry anyone on the climbing frame
- We always tell an adult if we think something is unsafe
- We understand how our new COVID 19 Pandemic expectations affect how we use this area (see Appendix D).

Appendix C: Trim Trail Rules

- Only 1 person on each piece of equipment
- Only use the Trim Trail if there is an adult supervising
- Give people space and time to cross
- Go one way only
- Only use hands on the top hand holds
- We understand how our new COVID 19 Pandemic expectations affect how we use this area (see Appendix D).

Appendix D: Behaviour expectations during COVID 19 pandemic.

- Children follow hand washing procedures at all times - entering school in the morning, after using the toilet, before break and lunch, after lunch and hometime.
- Children demonstrate an understanding of and follow social distancing procedures at above times and also in the classroom, hall, toilets and outside.
- Children are aware of personal hygiene expectations including hand washing, blowing nose, using the toilet, not sharing items with others, physically keeping a safe distance from other pupils and staff.
- Outside, children understand specific 'bubble' rules and keep to their designated area.
- Pupils understand that they must listen to and follow the guidelines and expectations shared with them by staff members, and generally demonstrate that they understand how to keep themselves and others safe.



OUR FEDERATION EXPECTATIONS



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2. We are kind, polite and helpful to everybody
3. We keep our hands, feet and other objects to ourselves
4. We always do as we are asked and always allow others to get on with their work
5. We walk sensibly and quietly in school

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