



Gedney Church End Primary Academies

Behaviour Management Policy

Mission Statement

“In our schools we aim to welcome all children into a caring environment in which they are able to develop their full potential and in which attitudes of mutual respect and responsibility are promoted. We welcome close links between the schools, home and the wider community.”

Date of policy: September 2022

Date adopted by Governors: September 2022

Review Date: September 2023

The Governors of Lutton St Nicholas and Gedney Church End are determined to make sure through this Behaviour Policy that the schools manage all aspects of behaviour to guarantee a positive working environment at all times, in which pupils feel safe, valued and respected. We firmly believe that good discipline is essential for good education and therefore take a zero-tolerance approach to behaviour which is disruptive or anti-social.

The Governing Body and the schools' senior leadership team will support actions by staff on all occasions to manage behaviour through the sanctions set out within this policy, including exclusion where necessary. The Behaviour Policy takes account of the DfE Guidance, “Behaviour and Discipline in Schools” (2014) and “Exclusion from maintained school, Academies and pupil referral units in England: a guide for those with legal responsibilities in relation to exclusion” (2012).

The Academies firmly believe that all children deserve every opportunity to learn in an encouraging, safe environment. We have very high expectations of behaviour which results in a school environment that is

very calm, productive and positive. There is an expectation that all parents will support the school in maintaining this high standard.

Aims and Objectives

- To ensure consistency of approach
- To ensure that all staff, children and parents/carers know the school's expectations of behaviour
- To ensure that all staff, children and parents/carers are clear about procedures for promoting positive behaviour and sanctioning poor behaviour
- To promote behaviour that is conducive to learning

Equal Opportunities

The Federation expects every member of the communities to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way. All children will be treated equally regardless of need. This policy promotes equality for all and aims to eradicate extremist views.

Our Values

Our values encourage all stakeholders to display the behaviours expected of our schools' communities.

We believe that the following values are what make us who we are and as a result we expect all pupils, parents, staff and governors to abide by them:



Staff actively seek opportunities to praise and reward children for displaying these values. These values are discussed in assemblies and are clearly visible on displays.

Within our Academies we;

- Are always positive when speaking to each other
- Do not raise our voices
- **Always look for a solution rather than a problem**
- Ensure that children are given behavioural reminders and opportunities to make appropriate choices
- **High Five:** to gain the children's attention in any situation (in class, assembly etc). When the teacher/adult raises their hand in the air, count down from five, all children stop, are silent, look at the teacher. This shows they are focused and ready to listen.
- Have a clear line of responsibility –
Lutton St Nicholas:
Class teacher, Senior Teacher, Head of School
Gedney Church End:
Class Teacher, Senior Teacher, Head of School
- Adopt a 'walking quiet talking' approach to travelling around the schools. This is to ensure that all pupils and adults are moving around the school in a safe, sensible and orderly manner, ensuring maximum safety at all times as well as maintaining an excellent environment for learning
- Do not accept any form of harm to others or extremist views

Strategies for Promoting Positive Behaviour:

Praise is the most effective strategy in promoting good behaviour, self-discipline, displaying the school values and showing respect to others. Praise should be freely given and specific – e.g. "That piece of work is wonderful because you have tried really hard to improve your handwriting." Praise should be evident in the following forms:

- Verbal
- Stickers
- Written feedback
- Referring a child to another adult to share their work
- Sharing positive messages about behaviour and learning with parents/carers through house points, phone calls and informal meetings and letters sent home

Staff should always apply the evidenced based strategies provided to the settings by the **Behavioural Outreach Service**. These proactive strategies use the 'Zones of Regulation' that support co and self-regulation and prevent dysregulation and poor behaviour choices. See Appendix 1.

Start of the day and Playtimes

During the start of the day the bell will be rung at 8:40am. Children will then line up in their classes met by the HOS and teacher. Children are to walk into classes in a quiet and orderly fashion. Staff are encouraged to remain at the classroom door to promote positive behaviour in the corridors and cloakrooms.

GCE:

Reception & Year 1 – outside the outdoor classroom gate

All other classes to line up on the playground (as per fire drill)

LSN:

Reception & Year 1 – outside the outdoor classroom gate

Years 2 & 3 – Outside the main door into the main cloakroom

KS2 – Outside the mobile classrooms

After each playtime and lunch break all children will line up as per morning routine and met by their class teacher. **Teachers are expected to be outside and ready to greet their children five minutes prior to the bell sounding for end of play.**

House Points

Each Pupil is allocated a House:

- Green
- Blue
- Red

House Points for:

- Positive behaviour
- Academic achievement
- Working together
- Sport

The children earn House Points to record their academic and non-academic achievements. Children can be awarded 1 or 2, (in exceptional circumstances) House Points for a variety of reasons. The system aims to encourage a real sense of pride and achievement as well as fostering a strong community spirit amongst them.

1 House Point (Isolated achievement - Kindness, good work, helpfulness)
or

- Modelling good behaviour

- Great manners (holding doors open, excuse me to get past)
- Showing good behaviour that they normally find difficult (trying hard to sit nicely on the carpet, answer questions, start tasks straight away)
- Sharing (without being asked)
- Following any of the School Rules without prompts.
- Following carpet time rules.
- Good homework

2 House Points are for Sustained achievement – good behaviour, achieved target, creative homework)

or

- Achieving targets and goals set by the teacher (over a period of time such as SEND targets)
- Any of the number 1HP criteria but over an extended period of time (to show the constantly well-behaved children that they are recognised)
- Work of a very high standard.
- Persisting with a task they find challenging without adult intervention

The children collect House Points throughout the year, potentially earning Bronze, Silver or Gold Awards for the team. Children record all house points in the token box which is counted each Friday and celebrated.

Outstanding achievements that are considerably higher than normal expectations acknowledged using the 'Star of the Week'

Within classrooms

In order to ensure a consistent approach, each classroom will have a calm corner/reading area reading that displays the **Zones of Regulation** as provided by the **Behavioural Outreach Team**. Teachers will also have a copy of the proactive strategies for children with SEND or SEMH needs that support the display (appendix 1) as well as a **behaviour board**.

School rules (Appendix 2) will be discussed at the beginning of each half term. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

School rules are to be displayed in class and around the school premises.

Zones of Regulation

The Zones of Regulation a framework that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This tool provides an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life.

Once the children understand their feelings and zones, the pupils can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Behaviour Board

A behaviour board should be displayed within each classroom - visible to children. Teachers use their judgement to place names on a warning and move down the sanction list if negative behaviour continues.

It is important that children are given a clean slate after each break time in order to give them the opportunity to display positive behaviours.

All children start each session on **GREEN**

If a verbal warning is given: the child's name moves to **AMBER**

If the child's behaviour improves their name moves to **GREEN**

If the child's behaviour does not improve their name moves to **RED**

Sanctions

In order to ensure a consistent approach, the following sanctions should be used:

Stage 1 – GREEN- Verbal reminder

Stage 2 – AMBER - Name moved on the warning board

In some instances, a child may need to miss some of their play time in order to complete work to an acceptable standard if this has not been done in the lesson. When making such considerations, teachers will use their judgement of what the child is usually able to do in the time given and will organise appropriate supervision.

Examples such as:

Behaviours Shown	Consequences
Incompletion of work before break/lunch time.	5 minutes removed from playtime (to complete work) OR Work sent home
Inappropriate language at others inside and outside the classroom.	15 minutes of play removed. - POT
Multiple (3 or more) incidents occurring in one day - not including physical violence or aggression	15 minutes of play removed – POT School service task

Stage 3 - RED

Certain behaviours warrant an immediate 'drop down' to **stages 3** which will result in a consequence/sanction. These include:

- Wilful harm of another person (physical or verbal)
- Inappropriate language
- Racist or homophobic incidents
- Overtly refusing to comply with staff
- Bullying
- Theft
- Vandalism

Consequences can be as outlined

Behaviours Shown	Consequences
Pushing and shoving within a game situation (taking it a bit too far/ rough play).	Immediately sent inside – restorative practice.
Inappropriate behaviours on the field.	Child will not be able to play in the field the next day. If this happens 3 times, the field will be removed as an option altogether for the week.
Inappropriate language at others inside and outside the classroom.	15 minutes of play removed -POT
Multiple (3 or more) incidents occurring in one day - not including physical violence or aggression	15 minutes of play removed -POT School service task
Multiple negative behaviours at unstructured times (breaks and lunches)	5-day lunchtime only exclusion.

This is not an exhaustive list and there may be other situations where it is deemed necessary to involve members of the leadership team. Children will not be detained for poor behaviour outside school hours.

Place of Thought (POT)

Place of Thought (POT) is used as a sanction. This will be managed by members of staff and children will be expected to either complete work from the previous lesson, sit outside to observe peers playing, write a letter of apology to the appropriate staff member (dependant on age and ability) or complete a 'School Service' task.

A 'POT' record book will be used to record names and the reasons for the sanction – this will also be recorded onto the schools' management systems.

Parents will be notified of the sanction via a standard letter, which must go home on the same day.

If in the very rare situation a senior member is off site, the POT will be managed by the class teacher, this is to ensure that sanctions are delivered on the day.

School Service

School service, also known as community restitution, is a form of sanction intended to benefit the whole school community that's been impacted by behavioural choices. The main requirement of any school service task is that it benefits the school community. It serves as a life skill and it provides a symbolic (and practical) form of restitution caused.

Anti-Bullying

Please refer to our Anti-Bullying Strategy for further information about how we respond to incidents or allegations of bullying.

Discipline off the school site.

During educational visits children are expected to adhere to the School Rules, as they would in school. The school expects a high standard of behaviour to be displayed. Pupils who misbehave will have the same sanctions imposed as described above.

At the end of the school day the class teacher waits to ensure that all the children are handed over to a responsible adult. Therefore, no accountability will be taken by the school for misbehaviour that occurs

between home and school once the responsibility of the child has been passed to the collecting adult. However, if an incident is reported to the school we may become involved.

Behaviour during after-school clubs may be dealt with in the same way as any school based activity if a teacher is present. Parents will be informed of any continued behavioural issues during such activities and the problem will be resolved with liaison between home and school.

Suspension / Exclusion

The decision to suspend or exclude a pupil will be made in the following instances:

- Following a serious breach or persistent breaches of the school's behaviour systems
- In instances where allowing a pupil to remain in school could seriously harm the education or welfare of pupils and others in school
- Suspensions / Exclusions could be for a fixed term period e.g. 2 days or permanent. **The school may also decide to exclude a pupil internally or to exclude them from lunchtimes if necessary.**

The Federation follows 'The National Standard List of Reasons for Exclusion' (see Appendix 3)

Incidents are investigated and decisions to exclude are made by the Head Teacher (or Assistant Head when deputising for the Headteacher) based on the evidence and the balance of probability.

Where a decision is made to exclude a pupil, parents will be notified of the period of the exclusion and the reasons for it.

When a child returns to school from exclusion, a 'return to school' meeting will take place on their first morning back with the child, parent and a member of the senior leadership team present.

Appeals

Parents have the right to appeal to the governing body when a decision to exclude is made. The governing body must consider any representations made by parents but does not have the power to overturn the head teacher's decision unless the exclusion is for longer than 5 days.

The governing body must convene a meeting, in response to an appeal, to consider reinstatement in the following situations:

- When the exclusion will result in the pupil missing a public examination
- When the exclusion is permanent
- When the exclusion takes the child's total number of days of exclusion in a term to above 15

(See Appendix 5 for a summary of the governing body's duties to review the head teacher's exclusion decision)

Physical Restraint

Wherever possible, it is school policy not to physically restrain pupils, however the school reserves the right and takes responsibility for any pupil at risk of self-harm or harming others.

Partnership

Parents are expected to:

- support the school in pursuing this policy
- acknowledge the teacher's authority with regard to school and classroom issues
- conduct themselves respectfully towards staff members – foul and abusive language and aggressive behaviour will not be tolerated
- be aware of, and respect, the timetabled day: children must be punctual and bring to school the correct equipment
- make appointments for consultations with teachers: quick chats are fine when there is time, but registration is 8:45a.m and teachers need to start their lessons promptly
- take responsibility for ensuring children complete homework and or have asked for help if they do not understand it etc.
- be aware of the guidelines prepared for voluntary helpers if they are assisting in school.

Links with support services

Staff, pupils and parents are expected to work in partnership to ensure a good level of behaviour for learning and so that our children become reflective individuals with high self-esteem and a sense of belonging.

We aim that all of our children are solution focused, critical thinkers and that we give them the tools to deal with situations. The school will inform parents of any concerns as quickly as possible so that a child's behaviour can return to an appropriate level.

Where necessary, outside agencies such as Educational Psychologists, Health Service, Social Services, BOSS (Behaviour Outreach Support Service) will work in partnership with the school and the family. This will be a multi-agency approach.

We expect parents to behave in a fair and reasonable manner towards all school staff. Incidents of verbal or physical aggression towards staff will be taken extremely seriously and may be referred to the police for further action.

Pupils with SEND

Where appropriate, for children with SEND, individualised strategies and approaches may be used to support children with additional behavioural needs in line with the SEN Code of Practice and the Equality Act 2010. The schools will work collaboratively with parents and carers of children with SEND, and external agencies when necessary, to discuss appropriate approaches and review these regularly.

Appendix 1

Zones of Regulation:

Green Stage (proactive): *to use when I am calm and content*

Give me an advanced warning for changes in routine where possible

Structured break and lunch time with structured games with a small group of my friends.

Choosing 3 friends at break and if successful, can choose 5 friends to eat lunch with.

Limit the choices – we do this or we do that (see consequences if nothing is chosen).

Ensure that the work provided to me is achievable, given in small chunks and not too much to a page

For each piece of work completed, provide me with a brain break activity for up to 10 mins e.g. I-pad, finger gym, trim trail, run around the track, Lego time, basketball time, football time

Provide me with missing word sheets when writing to limit the amount of writing I have to do.

Spend 1:1 time with key adults to play a game/read a book with to build up a positive relationship.

To do a fun activity with for up to 30 minutes each week e.g. reading a book, playing a game.

Regular opportunities for regulation time throughout the day (supported by an adult / adults may prompt).

Provide me with a now and next visual prompt.

Instead of “please”, say “thank you” – setting the expectation that what is asked will be completed.

Make me aware of all the activities I need to have completed by the end of the day in advance time.

It helps me to be taught about self-regulation on a 1:1 basis.

Avoid: you must, you need to, you have to and instead make requests indirectly: *I bet you can't ...; Shall we see if you can beat the clock?; I really need some help with ...*

Amber Stage (de-escalation): *to use when I display early warning signs before I resort to challenging behaviours*

- Tone of voice change – limit words. e.g. “You. In. Now.”
- Choose not to respond to or “ignoring” the behaviour (only if it safe to do so).
- Avoid speaking to me while I am becoming heightened or self-regulating.
- If there is a trigger that can be taken away, then take it away
- Stay calm with me
- Support me with making the right choices (avoid saying if... instead use when e.g. when you have chosen your activity, I will come and help you; when you have completed your activity, you can put a marble in the jar)
- Encourage me to express how you can help me. “What can I do to help?” “What would you like me to do?”
- Give me space and ask me when I am ready to engage in a conversation.
- Allow me to have a voice and get my point of view across.

Red Stage (reactive): *to use when an incident of challenging behaviour occurs- crisis point.*

- **NB*** At this stage, I am not longer thinking clearly and I am using the emotional part of my brain focused on survival – fight, flight, freeze or flop. I will only be aware of the next 3 seconds.

Blue Stage (regulation): *to use following an incident of challenging behaviour to calm me down and get back to the green phase*

NB* At this stage, you need to support me to settle and regulate. Be mindful that your actions do not escalate the situation again.

- Use as few words as possible
- Give me time to process my own thoughts.
- Sit and wait until I am ready to approach you and speak.

- Sit and do something that you know I enjoy such as: I-pad, finger gym, trim trail, run around the track, Lego time, basketball time, football time. Let me join in when I am ready – still keeping words to a minimum

Regulating can take some time so it worth investing in effective calming before discussing what happened as if done too soon, can be a trigger and risk escalating the challenging behaviour again.

- When I am regulated and I have had long enough to calm down, we can talk about what happened. Help me to reflect on my negative behaviours.

Be empathetic but realistic - “I understand why you were frustrated but ... your actions”

- Keep the discussion short and to the point e.g. “We don’t hit” “We don’t use unkind words” can be enough

Appendix 2

Our School Rules

Respect:

We behave as we would like other people to behave towards us.

We treat one another peacefully, kindly and with respect.

Be the best we can be:

We listen to adults and follow their instructions without complaint.

We move quietly and safely around the school.

Find Solutions:

We keep trying even when faced with challenges.

We keep our school tidy.

Appendix 3

NATIONAL STANDARD LIST OF REASONS FOR EXCLUSION

The DfE has produced a national standard list of reasons to be used when reporting exclusion. The 12 categories should cover the main reasons for exclusions and the ‘other’ category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

Physical assault against pupil includes:

fighting

violent behaviour

wounding

obstruction and jostling

Physical assault against adult includes:

violent behaviour
wounding
obstruction and jostling

Verbal abuse/threatening behaviour against pupil includes:

threatened violence
aggressive
behaviour
swearing
homophobic abuse and harassment
verbal intimidation
carrying an offensive weapon

Verbal abuse/threatening behaviour against adult includes:

threatened violence
aggressive
behaviour swearing
homophobic abuse and harassment
verbal intimidation
carrying an offensive weapon

Bullying includes:

Verbal
Physical
physical
homophobic bullying
racist bullying

Racist abuse includes:

racist taunting and harassment
derogatory racist statements
swearing that can be attributed to racist characteristics
racist bullying
racist graffiti

Sexual misconduct includes:

sexual abuse
sexual assault
sexual harassment
lewd behaviour
sexual bullying
sexual graffiti

Drug & Alcohol related includes:

possession of illegal drugs
inappropriate use of prescribed
drugs drug dealing
smoking
alcohol abuse
substance abuse

Damage includes:

damage to school or personal property belonging to any member of
the school community
vandalism
arson
graffiti

Theft includes:

stealing school property
stealing personal property (pupil or adult)
stealing from local shops on a school outing
selling and dealing in stolen property

Persistent disruptive behaviour includes:

challenging behaviour
disobedience
persistent violation of school rules

Other

Includes incidents which are not covered by the categories above but
this category should be used sparingly.

Appendix 4

Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision

