The Humberston C of E

Behaviour Policy

September 2024

Adopted by Governors June 2021, reviewed June 2022, 2023

Behaviour Policy

'Unlocking possibilities, making a difference'
I can do all things through Christ who strengthens me
Philippians 4:13

OVERVIEW

The Bible teaches us that God wants us to honour and support each other, unlocking our possibilities so that we can make a positive difference in the world. It tells us he will be there with us as we strive to do this, supporting us to make wise choices and helping us move forwards when we make mistakes. In our school, when we make mistakes, we learn from this together and move forwards. We strengthen each other and trust each other to make wise choices. We are always there for each other, in times of joy and in times of challenge. Together, we make a positive difference in God's world.

Through our PSHE and RHE curriculum and Christian Values of Compassion, Peace, Service, Unity, Perseverance and Courage, we teach children the skills of conflict resolution, positive relationships and disagreeing well, alongside instilling a sense of responsibility and pride in themselves. We teach children the skills needed to be resilient in times of challenge.

High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of school life. All members of staff will set and model high standards and learners will be given clear guidance on what is expected of them. The school rules will be shared and followed by all and rewards and consequences will be used to underpin and reinforce positive behaviour. Rewards will primarily be focussed on intrinsic value to help foster a sense of pride within a child, and will be enhanced with motivational rewards. We will work in partnership with parents to ensure that the school's vision and values become central to the lives of the school community.

AIMS

1. For each member of the school community to make a positive difference to ourselves and others in order to be happy, safe and secure.
2. To ensure that all children and staff are treated fairly and shown respect in order to promote positive relationships.
3. To develop our children's understanding of how good citizenship is based upon positive behaviours and develop positive connections with themselves and others.
4. To develop our children's abilities to appropriately manage their own feelings and behaviours.
5. To teach all to be compassionate and responsible for their actions and choices, accepting the consequences, thus preparing them for their future.

STRATEGIES

1. Our Pledge below will be displayed in all classrooms and promoted at all times by staff and learners.

Our Pledge to Make a Difference

We have kind hands, kind mouths, kind feet,
We keep our school nice and neat,
We walk, not run,
Have lots of fun,
We care, we share,
We're always fair,
Our best, we cannot beat!

2. Just like reading, writing and maths, social skills and learning how to get along with others needs to be learned and consistently refined in order to give pupils life long skills, which can be taken into adulthood. Explicit lessons will be focussed on teaching the skills needed in order to socialise with others in a respectful way. This teaching will be complimented by modelling behaviours expected and through targeted behaviour and social group interventions.
3. It is understood that pupils will face relationship conflicts throughout their time at school, and it is these experiences which give our children the tools to develop their social skills and awareness of others. School staff will support pupils through these conflicts in order to learn from past mistakes and move forwards with positive outcomes. Conflict resolution skills will be taught to pupils and they will be supported with this throughout the day and at breaktime in our Friendship Areas.
4. As part of the curriculum, children will be taught Relationship Education, which will explore a range of skills surrounding friendships and managing disputes.
5. Children will be encouraged, through daily interactions, to be polite, respectful, well-mannered and well- behaved.
6. The **REWARDS, CONSEQUENCES and ROLE MODELS (see appendix A)** will be used by staff to encourage and promote positive behaviour.
7. Each member of staff will be responsible for ensuring the good behaviour of the children in their own care and to work collaboratively as a team to promote positive behaviour as a school.
8. Where a member of teaching staff would like support with a behaviour issue or problem, they will discuss it with the Behaviour Leads and/or a member of the SLT or Head Teacher who will agree an appropriate strategy of help and support.
9. Parents will be involved at an early stage where a learner is experiencing problems with behaviour.
10. The ABC model (Anticedant, Behaviour, Consequence) may, where appropriate, be used to review incidents of repeatedly unacceptable behaviour to identify potential triggers and causes of the behaviour. An individualised behaviour plan can then be formulated using this information and shared with all staff and parents in order to modify the identified behaviours.
11. When there is a serious problem with a learner's behaviour, the Deputy Head / Head Teacher will, where appropriate, decide to involve outside agencies. These agencies could include Educational Psychologists, The Child Development Centre, Behaviour specialist teachers based at alternative provision schools, The Behaviour and Attendance Collaborative (BAC), Early Help Family Practitioners, School Nurse, Clinical Psychologists, Young Minds Matter / Navigo and Compass Go social and emotional link officers.
12. In extreme cases, a learner's behaviour or failure to respond to help, support and other sanctions may result in the child receiving a fixed term suspension from school for a number of days by the Head Teacher in accordance to the DFE Statutory Guidance for Exclusions. This is to be considered a last resort. If these extreme cases do not improve, the child's case may be presented to the BAC panel for discussion regarding further strategies or longer term or permanent exclusions.

OUTCOMES

This policy will promote the inclusive ethos of the school. It will ensure that children and staff feel valued, safe and happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote our high standards, high expectations and Anti Bullying Policy.

Appendix A: Rewards, Consequences and Role Model Strategies:

Rewards

Within school, we place great emphasis on creating and sustaining a positive ethos. We teach children to make a difference by taking pride in their behaviour and model the behaviours expected at all times. The foundation of all rewards is based upon positive relationships and a sense of intrinsic pride.

Keys
Each child will receive a Key chart at the start of the school year, which begins with Bronze, Silver, Gold and then Platinum. Children may be awarded a 'key' by any member of staff for making a difference through their efforts and achievements with their school work or with their social skills and positive behaviour. Keys will serve as a visual reminder of their success. On completion of each level, the child will receive a certificate in our celebration worship.

Wheel of Possibilities
Children will earn keys as above and when they complete a level, they will get to spin the wheel of possibilities. There are lots of coloured segments on the wheel and if the children land on the purple, blue or orange segments, they can win a small prize.

Pop Tickets (Padlock of Possibilities)
Pupils can earn Pop Tickets for unlocking new possibilities for themselves. This includes completing homework and conducting jobs and responsibilities around school. Pop Tickets are placed in a class box and a special prize draw will be held in a celebration worship at the end of each term. One winning Pop Ticket from each class will be selected at random. All of the classes Pop Tickets will then be put together into one big pot and one will be drawn out to receive the whole school Star Prize.

Class Points
Children collect '**Class Points'** which are earned by working in unity to achieve the class goals. Goals are written on post it notes covering a poster. Goals may be things such as keeping the room tidy, sticking work in neatly, remembering PE kit. When children collaboratively achieve a goal, this is pealed off the poster. When all goals are achieved, the class treat is revealed on the poster. Treats may include afternoons such as baking, talent shows, Teddy Bear's Picnic or craft afternoons.

Head Teacher Awards
Teaching staff may wish to share a pupils' achievements, either academic or personal, with the Head Teacher, who will present the child with a special head teacher's award to take home and share with their parents.

Making a Difference - Hall of Fame
Each term, parents can nominate their child to be celebrated on the school's website for any positive differences they have made to themselves or others at home or in the community.

Vision and Values Award
Children and staff will nominate each other for this weekly award which is given to pupils who demonstrate our vision or values in action.

Star of the Week
Each week, teachers will identify one pupil from the class whose efforts or achievements have shone above and beyond. The chosen child from each class will be announced in the weekly celebration worship, in which parents of the child will be invited to attend.

Celebration Worship
Each Friday, the whole school will come together to explore our vision, celebrating the possibilities our pupils have unlocked and the differences they have made.

Consequences

Where a child's behaviour is not in line with the school vision, incidents will be investigated fully and consequences may be issued where staff deem this appropriate in line with the school behaviour policy. These consequences are issued at the discretion of the school and will not be negotiated or revoked, however staff will use their own professional judgement to issue consequences proportionate to the severity of the incident and age of the child. Children will often be given verbal warnings prior to consequences being given but this is not always appropriate, particularly with incidents involving intentional physical harm. Consequence may include but are not limited to;

- Verbal advice and warnings where appropriate.
- Minutes of or whole break times/ lunchtimes missed (Time Out).
- Catching up on school work during break time
- Multiple days of missed breaks and lunchtimes (Time Out).
- Missed free choice time in class.
- Temporary or permanent removal of special responsibilities and priviledges.
- Working in a different classroom for part or whole of the lesson
- Isolation from the class for whole day/s.
- Ban from participating in certain activities.

Procedure for dealing with conflict resolution

Adult intervenes to stop the behaviour and administer first aid if needed**.** Restorative Practice is used for pupils to collaborate to put things right when they have gone wrong. We use the 4 R's to remind us what to do.

- Relax - Children are given time to calm down so they can express themselves calmly.
- Review - Adults investigate and discuss the incident with the children involved
- Reflect - Children reflect on what they could do differently next time
- Repair - Consequences are then given if needed, and explained to the child. Apologies made.

Lesson Time

During lessons, if teachers or TAs encounter any child displaying inappropriate or unacceptable behaviour the child or children will be:

1. Warned that their behaviour is unacceptable and asked to move to another location in the classroom.They will be given time to amend their behaviour and continue working.

2. If the behaviour continues the child will be asked to miss playtime or dinner time to catch – up with work missed or sent to another pre-arranged partner class to finish their work. Younger children will be sent to another class to reflect on their behaviour.

3. On returning to their class, the teacher will talk to the child regarding their behaviour and suggest strategies to help prevent the behaviour happening again. At this stage the teacher may wish to involve the Behaviour Leads.

If none of the above strategies are deemed appropriate by the class teacher, the child will be sent to a Senior member of staff, who will then take appropriate action.

Red and Yellow Cards: (Appendix B)

- Yellow and Red cards are not a consequence in themselves but serve as a visual reminder and prompt for children to make good choices. This system can be likened to that on a football pitch.
- Yellow cards are for when children are behaving inappropriately and are often but not always following on from a verbal warning. Inappropriate behaviours warrenting a yellow card include things such as not lining up properly or moving around school or the classroom sensibly and quietly and they serve as a reminder to make the right choice. Yellow cards automatically convert to 5 minutes missed play at the next available play time whether this be on the same or following day.
- Red cards are for more serious behaviours such as intentionally hurting someone with your words, hands or feet or being disrespectful to people or property.
- When red cards are needed, parents and SLT will be informed and a suitable consequence will be given.
- When a child has had a red card 4 times, they are to be sent to the Behaviour Leads who will talk through any problems and put in place any help to prevent the child gaining another slip.
- When a child is given a 5th red card, they will be sent to S.L.T and given a report card, which they must show S.L.T at the end of each day. In KS1, the report card is a black and white picture with a number of segments to colour in. The child has to demonstrate good behaviour in order to earn pieces of the picture to colour in. The child will visit a member of the Senior team each day to check on their progress. Once the picture is completly coloured in, the child will no longer be on report. In KS2, the children earn up to 15 points each day for good behaviour. Once the child has reached 70 points in total, they no longer need to report to a senior staff member on a daily basis.
- When the 6th red card is shown, a standard letter is sent to parents informing them of the problems their child is having. Parents will be offered to opportunity to discuss ways in which they can help and support their child in making the right decisions.
- For some children who exhibit more challenging behaviour, a more appropriate strategy will be developed in line with the behaviour policy. This will involve parents, teachers, support staff and the Head Teacher. On occasion it will involve the support and guidance of outside agencies such as the Educational Psychologist, Child Development Centre, Families First Access Point (FFAP), School Nurse and Behaviour specialists located at My Space and Broadening Horizons.

For any behaviour that is an immediate cause for concern, the Head Teacher will be involved and the parents immediately informed, either by phone or letter, or both.
Appropriate sanctions or strategies will be imposed on the child.
For some children, fixed term or permanant exclusions may be a necessary course of action. Governors will be involved/notified at this stage.

Appendix D

Positive Handling appendix

This appendix takes into account the Circular 10/98 (section 550A of the Education Act 1996) as well as the DfE guidance on the use of restrictive Physical Interventions for staff working with children who display extreme behaviour.

We have trained members of staff in the Team Teach method: aims and guidelines central to this approach are incorporated with in this policy.

The key to positive handling in this environment is;

- Physical intervention used by staff must be in accord with the idea of reasonable force and used only as a last resort once all other strategies have been exhausted.
- Staff need to be clear that there is no reasonable force definition. Each and every individual situation will be considered as to whether the factors in play warranted the force employed.
- In each incident staff must be able to show that the degree of force employed is appropriate to the level of challenging behaviour presented or the consequences it is intended to prevent.
- Physical intervention must be set in the wider context of education and behaviour management. It must not be seen as an isolated technique.

Our aim is that for the majority of time there will be no need for physical interventions and other methods will be employed to de-escalate situations.

The legal context
Section 550A of the Education Act 1996 led to Circular 10/98 which sets the guidelines for the use of reasonable force.

A calm and considered approach is needed at all times. When circumstances justify, staff can:

- Physically interpose between pupils.
- Use a restraint
- Lead or guide a pupil.
- Shepherd a pupil away by placing a hand on the centre of the back.
- In more extreme circumstances the use of more restrictive holds as demonstrated and advised during Team Teach training.
- Any necessary action consistent with the concept of reasonable force.

Types of incidents when reasonable force may be necessary fall into three categories.

1. Action likely to cause imminent risk of injury.
2. Action likely to cause risk of injury or significant damage to property.
3. Action where a pupil behaving in a way that is compromising good order and discipline.

Examples of 1 & 2

- A pupil attacks a member of staff or another pupil.
- A pupil is engaged in or on the verge of starting to damage property.
- A pupil is running up or down a corridor in a way that could cause injury.
- A pupil is absconding (This only applies if the pupil is at risk once they leave the building or room. (At no time should a pupil be chased once leaving the gates of the premises, but parents and the police should be called immediately)

Examples of 3

- A pupil persistently refusing to leave the room.
- A pupil is behaving in a way that is seriously disrupting the lesson.

Accepted physical interventions

Listed below are the physical interventions which staff who have completed the team teach course are trained to use. The staff are trained on the background, theory and rationale behind team teach as well as an understanding of personal space and body language before any physical techniques are taught. All staff, who have satisfactorily completed team teach training are authorised to use physical intervention. A list of staff who have completed this training will be held in school. All school staff are able to use reasonable force where deemed necessary regardless of their training.

These are a range of guided and escorts ranging from least intrusive to most intrusive:

1 person standing / walking – friendly hold, single elbow, figure of four, double elbow.

2 person standing / walking – friendly hold , single elbow, figure of four, double elbow.

1 person to chairs – friendly hold, single elbow, figure of four, double elbow.

2 person to chairs - friendly hold to chairs, single elbow, figure of four, double elbow.

2 persons to beanbag.

Monitoring, evaluation and review.

As soon as reasonably possible, after an incident, staff need to fill out an incident form within the session (or as close as possible). The form needs to be passed to a member of the Senior Leadership Team who will provide a debrief for them and check on their welfare. Discussions with parents should be made on the day of the incident. When time has passed and both staff and child are ready, a debrief needs to take place between them and this should include discussions about future strategies and reflection time.

Termly monitoring of incident reports need to be completed by the Senior Leadership team / SEN to identify any repetition of behaviours or similarities in triggers.