

# BEHAVIOUR POLICY

**Staff:** Mrs A Pedder

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**Headteacher: Mrs Amanda Pedder**

# **LOSELEY FIELDS PRIMARY SCHOOL**

## **The Management of Pupil Behaviour at Loseley Fields**

It is our task as teachers and practitioners at Loseley Fields School to promote and support our children's learning and enable each one of them to achieve their full potential. We endeavour to provide a school day that excites challenges and motivates each child, and allows them to develop as independent learners. Our organisation of their learning promotes enjoyment, perseverance and self-discipline. We encourage the children to achieve personal excellence in all aspects of work and behaviour.

The staff at Loseley Fields recognise that the effective management of pupil behaviour is a whole school issue and that a united and consistent approach by all members of the team is critical to its success. This policy (along with our Behaviour Management Portfolio) outlines the core principles and values which underlie the strategies that all adults use to manage pupil behaviour. Colleagues are urged to engage in open discussion and seek advice in order to enhance their behaviour management skills so that the children in their care can flourish and achieve the highest possible standards whilst at school.

### **Core Principles and Values**

At Loseley Fields we believe that quality relationships at all levels lie at the heart of all that we do. We know that children behave best when they are motivated intrinsically, when all staff use a shared language of choices, when the culture of the school is positive and nurturing and where expectations are kept high at all times. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and fairly treated.

### **Aims**

The purpose of the behaviour policy is to encourage the highest levels of behaviour and support pupils in their responsibility for their own behaviour management. This document also provides staff with a range of strategies which they can use in their classroom to both promote and foster good behaviour but also de-escalate poor choices if they are ever made.

This policy extends to all members of the school community and has been devised in consultation with staff and governors.

The Behaviour Policy aims to:

- ensure the expected standards of behaviour are shared with the school community;
- ensure all adults and pupils understand, support and promote the principles underpinning this policy;
- ensure boundaries, consequences and rewards are consistent, understood by all and comply with our core values;
- enable pupils to develop a reasoned, self-disciplined and socially acceptable behaviour, demonstrating respect towards each other and adults;

- allow all to reach a high level of self-esteem where they feel happy, feel good and enjoy each other's company;
- maintain high standards of appearance and orderliness around the school;
- ensure effective learning opportunities for all;
- ensure inclusive practice and equality of opportunity.

### **Our Commitment at Loseley Fields**

The principles of acceptable behaviour are outlined in the school's CODE OF CONDUCT, our VISION AND VALUES and our LOSELEY LEARNING HABITS document. These are interpreted in each class in their classroom rules and all documents are clearly displayed in every classroom and on the school website.

We believe that high self-esteem and successful learning are dependent on:

- the quality of relationships at all levels of our school. We will work as a high performing team to achieve this;
- mutual respect and understanding. We will use timetabled circle work and PSHE lessons as a means to make this a reality;
- the quality of the learning environment. All the learning areas and classrooms will be orderly and uncluttered, and we will use interesting artefacts, displays and music to create a calm and purposeful learning environment;
- the appropriateness of the curriculum, the tasks we ask children to undertake and the teaching styles we use. The quality of learning and teaching will be a continual focus for the school and of our staff development programme.

### **Behaviour Management**

#### **Use of language**

Staff at Loseley Fields know that the language we use is critical and will determine the tone of relationships in the school:

- we will be consistently positive with our pupils. We will avoid the use of 'don't', choosing instead to remind pupils of the appropriate behaviour, eg. 'Remember we walk here...' At Loseley Fields we open doors for adults.'
- we will use 'I statements' to avoid a confrontational tone in our discussions with pupils;
- we will use peers to focus on desired behaviour e.g. 'I very much like the way Amy is sitting and paying attention.'
- we will 'catch our pupils being good' and use specific praise to notice their good behaviour
- we will have conversations with children to help them to understand that they have choices in their behaviour and that they must take personal responsibility for the choices they make. We always separate the behaviour to be corrected from our feelings about the child and will use a RESTORATIVE APPROACH when talking to children about their behaviour.

The language we use helps us to establish a culture where the children are keen to please and focus on their learning.

### **Preventative and De-escalation Measures**

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. We know that key to this is staff having a detailed understanding of each child as an individual in order that we can personalise the approach that we use with different children according to their needs; we are not afraid to operate within the grey area when a particular child requires it. We use our strong understanding of SEND and pupil's social needs to inform the approach we take. All our staff are trained in specific issues which may affect the behaviours of some of our children eg. autism, autism in girls and attachment disorders.

We strive for the highest quality teaching and learning (including our PSHE curriculum) and have a creative and highly motivational curriculum which engages our pupils. We offer the correct balance of support and challenge in the tasks that are planned for in order to negate the chance of poor behaviour.

We use a wide range of strategies to de-escalate behaviour when things start to deteriorate. Strategies include, for example, distraction, empathy, humour and providing time and space for the pupil (see Behaviour Management Portfolio for full list of strategies).

### **Rewarding Good Behaviour**

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves. We use a system of intrinsic motivation to reinforce good behaviour; our children respect their teachers and so want to please them. To achieve this we, for example, give specific praise and feedback to our children, send them to other members of staff for praise and communicate with their parents to let them know when we are pleased with them.

### **Dealing with Poor Behaviour – procedures to follow**

If a child chooses to behave in an inappropriate way it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child. All staff have been trained on POSITIVE OPTIONS and the RESTORATIVE APPROACH, and use these techniques when discussing behaviour with children.

In the first instance staff will:

- refer to the Classroom Rules and School Code of Conduct;
- tell the child that you do not approve of that behaviour;
- indicate clearly the desired behaviour;
- request that they make the correct choice to alter their behaviour.

Teachers will use their professional judgement about a pupil's behaviour, but should consider the following categories and procedures to follow for guidance.

STAGE	EXAMPLE OF BEHAVIOUR	INTERVENTIONS AND CONSEQUENCES
1	<b>Low level inappropriate behaviours</b>  eg. Calling out	Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos. A teacher will be able to

		deal with this level of poor behaviour from their own kit bag of strategies. eg. ignore, deal with within the classroom, distraction.
2	<b>Medium level inappropriate behaviours</b> If a child continues to repeat the unwanted behaviour and doesn't respond to the class teacher's request of modifications.  e.g. persistent disruptive behaviour, deliberately causing a disturbance, general refusal to follow requests, offensive language.	Apply positive strategies and consequences to encourage appropriate behaviours in-line with the school ethos.  e.g. class teacher to talk to parents and pupil, record incidents/log, give choices/expectation with timescale, use visual timer, lose time at break.
3	<b>Higher level inappropriate behaviours</b>  e.g. serious challenge to authority harming someone, repeated refusal to do tasks, harmful and offensive name calling, continuing to leave the class without permission, fighting and intentional physical harm to others, malicious allegations against staff.	Send for support (SLT) The SLT will repeat the procedures outlined and make a decision about how to proceed.  e.g. Outside agencies involved, Behaviour Plan (SEND Reviews) in place to target improvement. Continue to record in school logs. Involve parents in weekly reviews with class teacher and SLT.
4	<b>Serious inappropriate behaviours</b>  e.g. bullying (physical and emotional), intimidation, deliberately throwing objects with the intention of harming someone, repeated challenge to authority, extreme danger of violence, leaving school boundaries bringing banned substances or items into school.	e.g. all of the above in Stage 3 Isolation/ internal exclusion Fixed term exclusion Permanent exclusion If an exclusion is required the school will follow all statutory procedures to implement this process.

## **Sexual violence and sexual harassment between children in schools**

### **Peer on Peer/Child on Child Abuse**

This section has been adapted to fit the age and developmental stage and understanding of children in the primary phase. Additional areas for consideration can be found in the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021).

We believe that it is important that all our staff are aware that children can abuse children and that it can happen both inside and outside of school. Staff have been trained to recognise the indicators and sign of peer-on-peer abuse. Staff also have a healthy understanding of 'it

could happen here' and that just because there have no reports of this happening, it doesn't mean that it is not going on in secret.

Staff will always challenge inappropriate behaviours so that there is a strong culture amongst the pupils that staff will take them seriously if they were to report this happening to them.

Peer on peer abuse in our primary setting would most likely be (but limited to) the following:

- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, hair pulling or biting
- Sexual harassment such as sexual comments, remarks, jokes, online sexual harassment
- Sharing inappropriate sexual content, words or imagery using online means or social media

Staff recognise that early behaviours need to be dealt with appropriately to ensure that they do not escalate. It is important that we recognise behaviours that are appropriate to the age and stage of the child but consider how we effectively ensure the child learns which behaviours are not appropriate. Staff will refer to the DSL Team or the Brook Sexual Behaviours Traffic Light tool on pg33 of the Safeguarding Policy.

We have very clear behaviour expectations at school which is communicated to the children through the school's code of conduct and translated into age-appropriate classroom rules. All staff are rigorous about dealing with any unacceptable behaviour, recording these incidents using CPOMS and reporting them to senior staff when appropriate. Staff will not hesitate to report any concerns of this nature to parents so that we can work together to protect others from harm and to initiate change.

### **The use of exclusion**

The Headteacher reserves the rights to implement an exclusion for a child if they have seriously contravened the behaviour policy of the school. In this event, the school will let you know as soon as possible of the exclusion which will normally start on the same day. You will be given a letter to explain the incident which has occurred, how long the exclusion is for and how you challenge the exclusion if you want to. We will provide work for your child to complete whilst they are excluded from school and they, along with a parent, would be expected to attend a reintegration meeting at school upon return (For further details please see Exclusions Policy)

### **Record Keeping**

Teachers will keep a behaviour log as necessary to record brief notes of children who are behaving poorly on a regular basis, detailing the date and nature of the incident and any action taken. This will be uploaded on to the school electronic system (CPOMS). Teachers will notify the SENCo if a child's behaviour continues to remain a concern to discuss whether they need to be placed on the SEND register. The SLT will monitor repeated incidents of poor behaviour and work with the child, teacher, family and other professionals (where appropriate) to ensure a plan is put into place to bring about change.

The SLT will record formally any incidents they deal with on their Behaviour Incident Monitoring Form (see Behaviour Management Portfolio) on CPOMs. These logs will be analysed termly in order to identify trends and plan for improvement or provide support. Regular behaviour walks of the classrooms, corridors and playground and well as classroom observations of learning help the SLT to assess behaviour.

Pupils and parents are given the opportunity to share their views about behaviour in the annual Pupil Audit and Parents' Questionnaire. These views also help shape the SLTs priorities for the forthcoming year.

### **Bullying**

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes the protection from bullying. The school aims to combat bullying and other harmful behaviours using, amongst others, preventative strategies developed through our PSHE curriculum. Further information and advice is available in the school's ***Anti-Bullying Policy*** and ***e-Safety policies***, copies of which can be obtained from the school office or on the website.

### **Managing Pupil Transition**

We carefully manage the transition of pupils as they progress from one year group to another and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class or teacher, and we hold transition meetings at every move to enable clear communication for staff. We are especially careful in planning for the transition of children with particular needs e.g. transition books are produced for ASD children to have over the summer break so that they can remember key adults and areas of the school that they need to be familiar with.

We have good communication with local feeder schools and pupils are encouraged to attend taster days and visit prospective new schools. Year 6 teachers, the SENCo and our HSLW liaise with Heads of Year 7 of the secondary schools and the Designated Safeguarding Leads in order to ensure a smooth transition in secondary school. We also organise tailor made transition groups, supported by specialist teachers from Behaviour Support, to work with key identified children before transition to secondary school where needed.

### **Physical Contact with Pupils and Use of Reasonable Force**

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Under Section 93 of the Education and Inspections Act 2006, all staff members may use reasonable force to prevent pupils committing an offense, injuring themselves or others, or damaging property. Use of force should only be used as a last resort. The school does not

encourage the use of force and it will be used rarely. The degree of force used will be the minimum needed and proportional to the situation. (***see Policy on the use of Touch and Restrictive Physical Intervention***).

### **Allegations Against Staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated (***see Management of Allegations Policy and Whistle Blowing Policy***).

### **Relationship with other policies**

This policy must be read in conjunction with the school's Teaching and Learning, Attendance, Safeguarding, Whistle-Blowing, Management of Allegations, Equality, SEND, Touch and Restrictive Physical Intervention, Anti-Bullying Policies)

### **COVID Recovery**

As a school, we recognise that for a small minority of children returning to wider school life will be challenging after two years of limited contact across the school. For our younger pupils this is all they have known. We have therefore put some interim measures in place to support these pupils' behaviour. For example:

- Play time phased to return to whole school, starting with KS1, LKS2 and UKS2 zoned play.
- Additional lunch time clubs to add additional structure and supervision, including a multi-sports company alongside school staff.
- Appointment of a TA to support children in need at lunch time.
- Development of play leaders to ensure zones of play are available every day.
- Leaders to monitor play and lunch on rotation.