



Part of Synergy Multi-Academy Trust

## BEHAVIOUR POLICY

### Policy Statement

We believe that our school should provide a safe, caring environment and that this is best achieved by all members of the school treating each other with courtesy and respect. We recognise that school plays a vital role in teaching positive behaviour.

**Aims - "Paws for Thought"**



Play Fairly



Act Kindly



Work Hard



Speak Politely



These aims are displayed prominently throughout the school.

### A Positive Approach

Staff have a positive approach to school discipline. We encourage self-discipline through discussion and modelling, with an ultimate aim to develop children's self-esteem. Positive behaviour is taught and reinforced and we ensure that rules are adhered to. We give verbal praise wherever possible. We have consistent reward systems in place to recognise positive behaviours that we wish to promote.

### The Child's Role in the Development of Positive Behaviour

At the beginning of the academic year, each class agrees collectively a set of class rules known as a 'Working Agreement', which are then displayed in the classroom. These are reviewed throughout the year when necessary. Children are expected to behave in an acceptable and positive manner. They are expected to take responsibility for their own behaviour and to inform an adult promptly if they are concerned about other children's behaviour. Children who are involved in inappropriate behaviour are encouraged to use conflict/resolution methods and are supported by staff to do this.

The children have created their own protocol explaining what to do when somebody is doing something that they don't like in school. The children review this protocol regularly. This S.W.A.T. protocol is displayed around school to encourage children to take ownership, giving them a step-by-step guide of what you should do. The protocol is:

Say, "Stop it. I don't like it when....."

Walk away

Report any incidents to an aduit who works in school as soon as possible.

Tell Mr Chapman or Mrs Findlay

**Say, Walk, Adult, Tell (S.W.A.T)**

## **Whole School Systems for embedding Positive Behaviour**

### **Life Skills:**

The school has a clear Life Skills/RSHE curriculum across the school. This includes teaching and learning about caring friendships and respectful relationships. Class discussions happen regularly when the class gathers together to share news, discuss matters of interest and consider rules/codes of behaviour etc. It provides opportunities for individuals or groups to celebrate successes and raise concerns.

### **The Zones of Regulation:**

Zones of Regulation is an approach used throughout the school to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones. Children gain skills in consciously regulating their feelings which leads to increased control and problem-solving abilities. Children who are well regulated can be in the appropriate zone at the appropriate time. Children learn how to use strategies or tools to stay in a zone or move from one another.

### **The Silent Signals - classroom management and gaining the children's attention**

These signals are:

**Team stop** - one hand, flat palm

**Turn to your partner (TTYP)** - two hands, open gates, ask question then close gates

**My turn, your turn (MTYT)** - two hands pointing to your chest, then gesture to the children with both hands when it is their turn

**Magnet Eyes** - point with two fingers at both eyes and scan the room

**1,2,3 signal** - using fingers to count silently to transition from one activity to another.

The 'Team stop' signal is also used to indicate the end of breaktimes or when an instruction needs to be given during PE and Sports activities.

### **School Council**

Two or more children are elected to represent each class from Years 2 -6. In School Council meetings representatives will discuss issues raised from class and suggested ways forward with a

member of staff. Suggestions from these meetings are considered by the Deputy Headteacher and staff and acted upon whenever possible. These meetings are often supported by Mrs Findlay.

## **Celebrating Success**

Rewards are given for effort, achievement and for helpful behaviour or kindness.

Rewards may include:

- Verbal praise
- Housepoints
- Certificates
- Reader/Speller of the week
- Star of the Day
- A note from the Headteacher to take home
- Star moments including sporting achievements from outside school

## **Lunchtimes/ Break times**

The KS2 children form a Mattishall Primary School Friendship Squad. This comprises of 2 leaders who take responsibility for appointing squad members by interviewing individuals who apply for the job. The leaders also help to organise a half termly rota. The squad supports low level disagreements and helps children who are finding it difficult to find someone to play with. We also have Year 6 Reception monitors who support the younger children at lunchtimes.

## **Sanctions**

A high standard of behaviour is expected at all times in school so that progress can be made and all children have the opportunity to learn and play safely. Children can expect to face consequences for not following the school's expectations of behaviour.

- A polite reminder/warning/minor sanction with reference to school aims or class working agreement/rules.
- Spend a short period in class at the end of a lesson in response to minor infringements of positive behaviour
- Serious misdemeanours or continuous inappropriate behaviour may require a period of "Time Out". Under these circumstances, a child is directed to complete work away from their peers, but under the supervision of another adult. If persistent, this is recorded on CPOMs. Parent/carers are informed if this occurs frequently.
- A Visit to Headteacher: a child may be sent to see the Headteacher to discuss any unacceptable behaviour at the discretion of any member of teaching or non-teaching staff. (In absence of the Headteacher the Deputy Headteacher).
- A Record of Concern will be completed by staff after incidents/discussions and recorded on CPOMs.
- When a child's behaviour falls short of an acceptable standard on a persistent or serious basis, the school contacts parent/carers and we work in partnership to address any underlying issues and to offer support to the child. Referrals are made to outside agencies when relevant.
- Individuals may be placed on a report card which is seen daily by the Headteacher or Deputy Headteacher.
- Individual behaviour plans are written when necessary.

## Suspension's and Exclusions

Exclusions will only be used as a last resort. The Headteacher may impose a suspension or exclusion if a pupil fails to respond to sanctions outlined above. These are only imposed only if behaviour persistently undermines the good order of the school and disrupts learning to a serious extent, or involves serious verbal abuse, threatening behaviour or physical violence to persons or property. In this instance we would refer to the guidance set out in:

*DfE - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023*

In all cases of exclusion, the school considers options for supporting the pupil and the school will contact the Counties Inclusion Team for support and advice. However, if the pupil fails to respond to support and to periods of fixed term exclusion, the Headteacher has the right to impose permanent exclusion.

## Using Staff Support

Teaching staff and Teaching Assistants are all made aware of children with problem behaviours and have a consistent approach to handling such children. When a child is upset, frustrated or angry any adult employed as a school member of staff can provide support to resolve the child's problem. Records of concern should be completed via CPOMs, what has happened and how it has been dealt with.

Should it be necessary, relevant staff will be trained in Safe Handling techniques. These techniques are designed to be used **only when all other strategies have failed or in an emergency situation with specific children**. This would apply if a child were to put him/herself at risk or threaten to cause injury to persons or property. It could also be applied if a child were to severely disrupt the learning of others and needs to be moved away from a classroom environment.

## Anti-Bullying

(Please refer to our Anti-Bullying Policy)

Opportunities to promote a pro-active approach to anti-bullying are included in class discussion time, assemblies and Life Skills/RSHE lessons, as well as in informal interaction between children and members of teaching and support staff. The school takes part in the National Anti-Bullying Week in the Autumn Term annually. Anti-bullying posters are displayed around school.

"Bullying" is taken to mean either a serious incident or series of incidents in which one child seriously upsets or hurts another deliberately. Where any bullying is taking place, all children concerned are considered to need support.

In a serious or persistent case, parents/carers of both the perpetrator and the victim are informed and invited to work in partnership with the school and their child to address the underlying cause(s) of the inappropriate behaviour. If a problem persists, support from outside agencies is sought after consultation with parent/carers.

## **SEND (Special Education Needs & Disabilities) relating to Behavioural, Social and Emotional and Physical Difficulties:**

Parents of any child with behavioural, social, emotional or physical difficulties are invited to work closely with the school. Due to a Child's learning barrier, a more bespoke approach to managing their behaviour may be required, in collaboration with parent/carers and the child. This may prompt the creation of an 'Interim support plan' or an 'Individual Behaviour Plan.' If the child's behaviour begins to require support beyond what we would 'normally provide' (as detailed previously), the child will be placed on the SEND register (again, after consultation with parents/ carers) and specific targets on an individual pupil passport will be created. Support from outside agencies may become sought at this stage such as; School 2 School, Educational psychologist, School Health Adviser, the Inclusion Team, Pupil Referral Unit (SRB) or School and Communities Team.

If, after 3 cycles of the 'graduated approach' of plan, do and review, the problem persists and no progress is made, an application may be submitted, after consultation with parents, to Children's Services for formal assessment for an (EHCP) Education health and care plan if (Please refer to Policy for SEND).

### **Parents/Carer's Role in the Teaching of Positive Behaviour**

Parents and carers play a key role in the teaching of positive behaviour and partnership with them is crucial. Parents & Carers are asked to support our school policy for the Teaching of Positive Behaviour and are requested to agree and sign our home/school agreement upon entry to our school.

Class teachers or the Deputy Head or Headteacher will contact parent/carers if a child has been involved in serious or persistent unacceptable behaviour. If parents have any concerns, we encourage them to contact the class teacher as soon as possible in the first instance. If a matter remains unresolved, parents/carers should contact either the Headteacher or Deputy Headteacher.

**This policy will be reviewed in full by the Governing Board on an annual basis. This policy was uploaded to Governor Hub in December 2023, to be ratified at the next meeting of the LGB. It is due for review in December 2025.**