

Behaviour Policy



September 2024

Implementation date: September 2021

Review date: September 2025

1. Policy Statement

Bunwell Primary School is a nurturing school and this policy has been written to support an effective, happy and safe school community where children understand and enjoy learning and that they understand the link between good behaviour and learning. We aim to develop children who are Caring, Able to meet future challenges, Responsible members of the community and Effective learners.

In line with nurture principles, the school acknowledges that “All behaviour is communication”.

Bunwell Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone; children, staff and visitors, is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy aims to ensure that every member of the school community feels valued and respected as well as each person being treated fairly and well. We are supportive and proud of the positive ethos that is reflected in our daily work.

2. Aim of the policy

- To create a culture of exceptionally good behaviour; for learning, for community and for life
- To ensure all learners are treated fairly, shown respect and to promote good relationships
- To build a community which values kindness, care, good humour, teamwork, tolerance and empathy for others.
- To promote an environment where we help our children to learn that they are responsible for their own behaviour.
- To ensure that excellent behaviour is a minimum expectation for all.

Consistency in our Approach

We believe that developing a consistent approach to behaviour is the key to learners feeling valued as individuals. We will strive to be consistent in our language, follow up, consequences, positive reinforcement, rules and environment so that children have clear boundaries and know what is expected from them. We have high expectations for every child.

The expectation is that all pupils are ready, respectful and safe.

All Staff

1. Meet and greet at the door/gate/playground.
2. Refer to ‘ready, respectful, safe.’
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use positive reinforcement throughout every lesson.
6. Be calm and take time to go through the steps. Prevent before sanctions.
7. Follow up every time, engage in reflective dialogue with learners.
8. Never ignore learners who are behaving badly.

All adults should endeavour to:

- Model good social language and behaviour at all times.
- We’re calm and kind with everyone.

We should avoid:

- Inconsistency, negative comments – especially about the person or the group, punishing a whole group, imposing excessive sanctions, aggressive shouting, put downs and sarcasm, ridicule or humiliation, causing intentional embarrassment, labelling the child instead of challenging their action(s) and behaviour.

We have a bank of strategies which we use to manage children and we are constantly learning about effective behaviour management. Scripts can help to be consistent when dealing with behaviour (appendix 2)

We believe a restorative approach which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

These prompts can help to sort out issues are:

- What happened?
- How do you feel about what happened?
- How can you repair it?
- How can I help you to do this?

Senior staff

Senior staff will:

- Meet and greet learners at the beginning of the day
- Be visible around school
- Celebrate staff and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff managing learners with more complex behaviours
- Regularly review provision for learners who display negative behaviours

Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. We have many positive reinforcements which help steer children towards good behaviour.

These include:

- ClassDojo point system
- Reporting good behaviour to parents through Dojo messages, face to face or a note home
- Progressing to becoming prefects in Y6
- Celebration assembly on a Friday
- Having responsibilities around the classroom and school
- Reporting good behaviour to the Headteacher

Managing Behaviour

There may be times when children's behaviour falls short of our expectations. In these instances, it is important to remain calm and consistent when discussing behaviour with children. Wherever possible, conversations should not happen in front of peers and behaviours should be discussed as the behaviours they are, not be personal to the child. In the first instance, the conversation should be conducted by the member of staff who has witnessed the behaviour.

Sanctions

Engagement in learning is always the primary aim and learners are held responsible for their behaviour. Staff will deal with poor behaviour using the steps. Steps should be gone through with care and consideration taking individual needs into accounts. Praise the behaviour you want to see. All learners must be given time to demonstrate the behaviour you want to see between steps.

If children have Special Educational Needs that affect behaviour, the class teacher will work with the SENCO in order to tailor an appropriate and effective behaviour plan in line with the SEN Code of Practice which may work without use of the normal consequences.

What happens if the behaviour plans don't help?

Our aim is to prepare children for the next stage of their education. If a child's behaviour continues to get worse, despite support, the school may support the parents to explore options such as a change of class, a multi-agency assessment for issues such as undiagnosed SEN, a managed move (offering a fresh start in a new setting), specialist provision (a school more set up to help children who exhibit highly challenging behaviours) or any options which may help the child to be able to succeed in education in the long term. It is not in anyone's interest to just contain challenging behaviour in our school – we must be focussed on children having a positive experience at school as well as preparing them for high school and beyond.

Our Behaviour Steps

<u>Steps</u>		<u>Action</u>
1.	Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2.	Reminder	A reminder of the expectations ' Ready, Respectful, Safe ' (<i>see appendix 1</i>) delivered privately to the learner. Repeat reminders if necessary. The adult makes the learner aware of their behaviour and the learner has a choice to do the right thing. Praise will be given if the learner models good behaviour as a result of the reminder.
3.	Caution	A clear verbal caution, delivered privately where possible, making the learner aware of their behaviour and outlining the consequences if they continue.
4.	Last chance	Give the learner a chance to reflect away from others. Give them a final opportunity to engage. Offer a positive choice to do so.
5.	Time Out	The learner will be sent to another classroom for the remainder of the lesson. Learners will complete a 'think sheet' during their time out. All think sheets to be kept in class file. Parents should be informed. <i>See appendix 3 for Think Sheet</i>
6.	Repair	A restorative meeting should be held between the learner and teacher before the next lesson. The think sheet can be used as the basis for this meeting. The following questions will always be used, <ol style="list-style-type: none"> 1. <i>What has happened?</i> 2. <i>Who has been affected?</i> 3. <i>How have they been affected?</i> 4. <i>What do I need to do to make things better?</i> 5. <i>How could I do things differently next time?</i>
7.	Formal meeting	A meeting with the teacher, learner and Headteacher will take place to agree targets if a learner receives more than three time outs in a week. At times there may be the need to put a behaviour plan into place for a period of time.

Depending on the age of the children serious incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred to the Headteacher. Serious incidents will be recorded using CPOMS.

Such incidents include:

- Fighting
- All forms of bullying (as defined by BullyingUK, see appendix 4)
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive or offensive language
- An unprovoked physical attack
- Behaviour incidents related to COVID-19

Monitoring of Behaviour

Behaviour is logged in CPOMS for incidents resulting in a consequence. This enables the school to track and monitor the behaviour of groups and individuals and provide appropriate intervention as required.

Exclusions Policy

In order for children to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression.

When the behaviour of a learner falls below our expectations we have a clear and consistent system for trying to turn this around.

Exclusion is the last resort when we have exhausted all the strategies and a child has been unable to demonstrate an acceptable level of behaviour. Any such exclusion must follow the statutory guidance on exclusions from the Department for Education.

Children will normally be excluded in the first instance for a fixed period of time. If the child continues with serious or persistent misbehaviour, then the exclusion length will become longer. On their return to school an appointment is always made for the child's parent/carer to meet with the Headteacher to discuss reintegration. Exclusions will be recorded using Pupil Asset (E code to report absence) and CPOMS.

Examples of incidents which may result in a fixed term exclusion are below:

- Cases of persistent bullying. When all the facts have been gathered, those responsible may be excluded for a fixed period of time in the first instance.
- If any member of school staff is verbally or physically assaulted, the child will be excluded from school for a fixed period of time.
- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In all cases of fixed term exclusions, the parent/carer will be informed and targets set at the reintegration meeting to help prevent reoccurrence of similar behaviour.

The school will usually set work for the fixed term exclusion and a letter explaining the fixed term exclusion will be sent out to the parent/carer.

[DfE Guidance on Exclusions](#)

Positive Handling

In the classroom situation, if a child misbehaves they are not to be put outside the classroom door. Our staff are NORFOLK STEPS trained and understand the importance of safeguarding themselves as well as the children. Staff have learned the appropriate way to positively praise children. Staff are also taught 'Moving Mittens' to divert negative behaviour towards safety. These measures are only used in extreme circumstances.

Where behaviour is dangerous, a summons of support from a senior member of staff who will use trained members of staff to de-escalate the situation and if necessary hold/move a pupil. All other children and adults are always moved to a place of safety. If a child has needed to be held, a discussion is held with parents to discuss the incident and measures taken to try and prevent this happening again. **(see Physical Intervention and Restraint policy)**

Out of School Behaviour

We have the same high expectations for behaviour whether children are in school or out of school, for example on a school trip. When children are identifiable as representing Bunwell Primary School we expect them to be positive ambassadors for the school.



The Bunwell Way



Rewards

We recognise and reward learners who go 'over and above'.

Restorative Conversations

1. *What has happened?*
2. *Who has been affected?*
3. *How have they been affected?*
4. *What do I need to do to make things better?*
5. *How could I do things differently next time?*

Stepped Sanctions

Redirection	Refocus behaviour
Reminder	Reminder of the expectations - 'ready, respectful, safe'
Caution	Warning about the next steps
Last chance	A final opportunity to improve
Time Out	Time out in another class to complete a think sheet
Repair and restore	A meeting to put discuss what went wrong and how to put it right
Meeting	Agree targets

Ready, Respectful, Safe

All staff and learners are ready, arriving on time, fully equipped and ready to learn.

All staff and learners are respectful in their actions and what they say to each other.

All staff and learners work as a team to create a safe learning environment.

Appendix 2

Dealing with challenging or unacceptable behaviour is difficult and we need a range of strategies to support us. Using a script, or having a bank of ideas, can really help.

Children who are struggling to self-regulate need reassurance and to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right.

An adult will have to lend their “thinking brain” by talking out loud with the child.

1. *I can see that you are feeling.....I understand that this must have upset you.*
2. *When I am upset/ cross I need to.....but it is not ok to.....if you are angry you can.....*
3. *I am going to help you make the right choice and put this right.....*
4. *Plan small steps how to correct behaviour. First we are going to..... (and complete this step), now we are going to..... We may need to voice this thinking out loud for the children.*

Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions.

Use the child’s name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.

“I can see something is wrong” – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.

“I am here to help you” – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).

“Talk and I will listen” - this tactic provides children with a calm option to explain what’s on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won’t be repeated in the future.

“Come with me and we’ll talk about it...” – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this if it is an unsafe situation.

30 second script – wonder, imagine, notice

Wonder	Imagine	Notice
<p>I wonder whether I can help you</p> <p>I wonder if we went for a walk I could help</p> <p>I wonder if you can tell me what just happened</p>	<p>I imagine you’re feeling sad right now</p> <p>I imagine that XXX might be making you feel worried</p> <p>I imagine you need some time to calm down, let me know when you’re ready</p>	<p>I notice you look sacred/sad/angry/frightened</p>

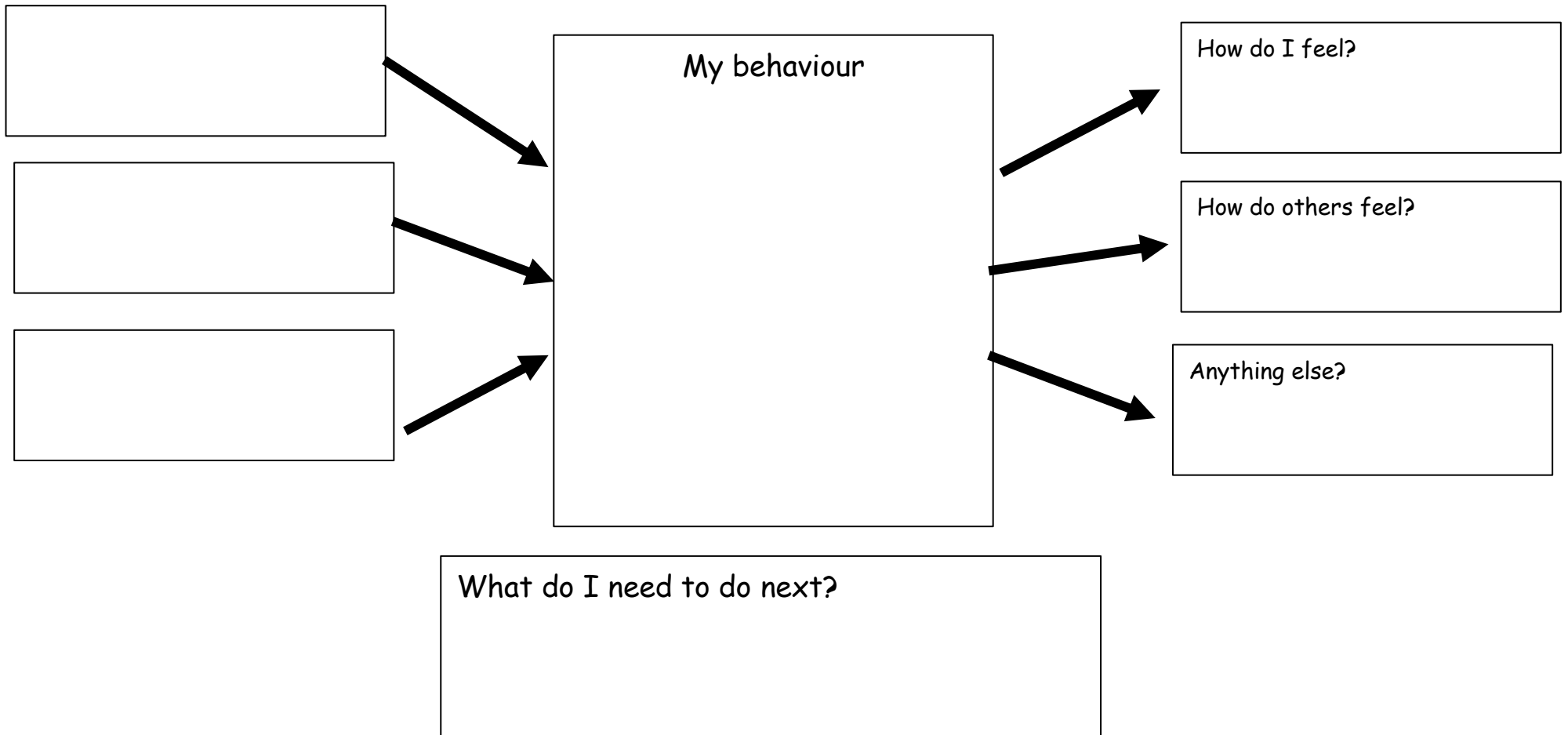
Think Sheet

Name: _____

Date: _____

Reasons for my behaviour

Consequences of my behaviour



Appendix 4

What is bullying?

Anti-bullying advice

Bullying affects lots of young people and happens in many schools but it's the way it's dealt with which makes the difference between life being tolerable or a misery for many.

A definition of bullying

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying

Bullying includes:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you
- posting insulting messages or rumours, in person on the internet or by IM (cyberbullying)
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive phone texts
- bullies can also frighten you so that you don't want to go to school, so that you pretend to be ill to avoid them

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams.

What is cyber bullying?

Cyber bullying is bullying through a mobile phone or online (eg by email, instant messenger or on social network sites).

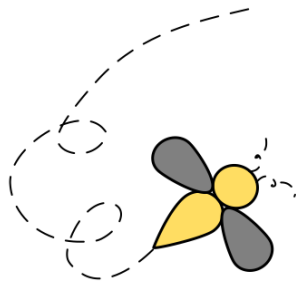


Is it Bullying?



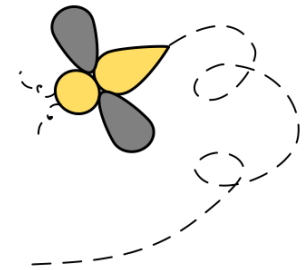
When someone says or does something unintentionally hurtful and they do it once.

That's RUDE



When someone says or does something intentionally hurtful and they do it once.

That's MEAN



When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that

you're upset.



That's BULLYING

