



**BEHAVIOUR POLICY**

Date of last review:	Summer 2019
Date approved by Governing Body:	24 <sup>th</sup> September 2019
Date of next review:	Summer 2020
Responsibility for implementation and review:	Executive Headteacher and SLT

**Introduction**

The Federation of Bursledon Schools is a federation of Bursledon Church of England Infant and Bursledon Church Affiliated Junior Schools. One of the prime responsibilities of the schools is to prepare students for life and to give them strategies to manage their own behaviour successfully and to make mutually satisfying relationships with others. This is a major focus for teaching and learning and is an integral part of our ethos. Therefore we promote an approach of positive behaviour management. This policy should be read in conjunction with the teaching and learning policy.

**The role of the governing body**

The governors must agree a written statement of general principles for an overall behaviour and discipline policy. The governing body, through the Executive Head Teacher, shall review the policy on an annual basis to ensure it is still sufficiently robust and meets the needs of the federation and its community.

**Philosophy**

**Federation of Bursledon Schools: Where we all love, respect and aspire to be our best and build confidence for life.**

The Federation is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone 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 guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor behaviour and dynamic interventions that support staff and learners.

## **Principles**

**We recognise that challenging behaviour is a form of communication which often reflects unmet needs. We believe that as communication, progress and alternative skills are introduced so challenging behaviour significantly reduces.**

Daily life at the Federation of Bursledon Schools is underpinned by an ethos of mutual respect. In order to achieve this all members of the federation community, students, staff, parents and governors shall aim to:

- Create a culture of positive engagement for learning, for community, for life.
- Ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Help learners take control over, and self regulate, their behaviour and be responsible for the consequences of it.
- Give learners minimal attention for poor behaviour.
- Build a community which embodies the values of love, respect and aspire.
- Promote community cohesion through improved relationships.
- Ensure that positive engagement and relationships are a minimum expectation for all.

The Federation of Bursledon Schools seeks to create a caring, calm learning environment within the schools by:

- Recognising and promoting behavioural norms.
- Positively reinforcing behavioural norms.
- Promoting self-esteem and self-discipline.
- Teaching appropriate behaviours through positive interventions.
- Ensuring equality and fairness of treatment for all.
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment.

**Our Bursledon rules, for everyone in our school community, are :**

1. To show love by being kind and caring to myself and others.
2. To show respect to everyone and everything.
3. To aspire by trying my best in all that I do.

**Key ways to recognise behaviour that is 'over and above':**

1. Postcard home for all ages/Tapestry in Year R
2. Phone call home.
3. Verbal praise from the Senior Leadership Team.
4. Star of the Day
5. Secrets of Success board for learning behaviours  
(Marbles in a jar or Secret Squirrel or alternative may be  
Used as applicable for individual classes).
6. Visit to Luna, Pets as Therapy Dog.

All pupils and members of staff have the right to work in an environment that is safe, calm and purposeful and where the rights of the individual are respected. In order to achieve this:

### **Consistency in Practice and Procedures**

- Consistent language; consistent response; referring to the agreement made between staff and learners, simple and clear expectations reflected in conversations about behaviour.
- Consistent follow-up: ensuring ‘certainty’ in the classroom and at all levels. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent record keeping of rewards given to track those children who may need additional support.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent record keeping of sanctions given from step 5.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour.
- Consistent respect from the adults: even in the face of disrespectful learners.
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced relationships and routines for behaviour around the site: in and out of the classrooms.
- Consistent environment: display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.
- Rewards within this policy relate to behaviour-one merit may be given for learning achievements such as perseverance, new achievements, application or mastery (See Teaching and Learning Policy).

### **All staff will:**

- Meet and greet at the door.
- Refer to love, respect, aspire when discussing behaviour with learners.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout each lesson.
- Be calm and give ‘take up’ time when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving inappropriately.

**Year Teams will :**

- Meet and greet the learners at the beginning of the day.
- Be a visible presence in the school to encourage appropriate conduct.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of positive notes and positive phone calls home.

**Year Leaders:**

Year group leaders are not expected to deal with behaviour incidents in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

**Senior Leaders will:**

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support year leaders in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.
- Support the class teacher in managing behaviour and follow individual SEMH (social, emotional and mental health) support plans where appropriate.

**Supporting Pupil Behaviour**

The Federation of Bursledon Schools adopts a structured and systematic approach to managing behaviour across the federation. This is a two stage approach to a positive behaviour curriculum and includes:

- **Stage 1** for all pupils: whole class teaching of core skills to help students understand their own and the feelings and behaviour of others. (This is taught through the concept of red and green choices-see appendices).
- **Stage 2** a few pupils may require an individual social, emotional and mental health (SEMH) plan. This is a detailed plan that highlights which behaviours we are currently concerned about, which behaviours we would like to see and how we are going to teach these behaviours. These plans will be drawn up with support of the SENDCo and external agencies as appropriate, shared with the pupil and parents, and will be reviewed on an agreed basis.

## **Stage 1-Promoting positive pupil behaviour**

Engagement in learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Pupils “acting out” or behaving badly expect to be confronted. This often leads to more confrontation where both pupil and staff feel unable to back down. In these situations the problem can escalate.

All learners must be given ‘take up time’ in between steps. *It is not possible to leap or accelerate steps for repeated low level disruption*

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Raised voices or intimidating gestures and comments are not appropriate and should be avoided. These are not effective methods of student management.

### **Redirection**

The child is gently encouraged to do the right thing.

### **The reminder:**

A reminder of the expectations for learners ‘love, respect, aspire’ delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

### **The caution:**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good behaviour to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention:

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation it contravenes.
- c. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

*Resist endless discussions around behaviour and focus effort on returning learners to their learning.*

### **Time Out-own class**

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset.
- Learner is asked to reflect on their next step. Again they are reminded of their previous behaviour/learning.
- Learner is given a final opportunity to re-engage with the learning/follow the instruction.

**Time out-another class**

- If the previous step is unsuccessful, or if a learner refuses to take time out, then the learner will be asked to leave the room and go to a timeout space in another classroom, within their year group, for the remainder of the lesson. Work for completion will be taken with them. On return to their classroom the teacher will greet them positively. If time out occurs during a PPA session then the pupil may be sent to the year group below for time out (Year 3 to Year 6/Year R to Year 2).

*Staff will always deliver sanctions calmly and with care. It is nobody's best interest to confront poor behaviour with anger.*

**Reconciliation Stage**

- Key questions-what's happened? Who feels harmed and why? What behaviours will be shown next time?
- Reaffirm commitment to building a trusting relationship.
- On return to the classroom the class teacher will greet them positively.

**Partnership Stage**

The partnership stage will be implemented when there is a cause for concern. The learner will be allocated a mentor who will:

- Support the learner and teacher.
- Develop an appropriate action plan with the learner and teacher.
- Monitor and review the action plan.
- Discuss positive outcomes of the actions are achieved/possible consequences if the actions are not achieved.

## Behaviour for excellent teaching and learning-one page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The school values of-love, respect, aspire must be displayed in every learning space and referred to in all conversations around conduct. The school rules are;

1. To show love by being kind and caring to myself and others.
2. To show respect to everyone and everything.
3. To aspire by trying my best in all that I do.

Some behaviours, particularly for younger children, are behaviours for learning so there will be some overlap between this policy and teaching and learning policy, for example Secrets of Success.

### Consistencies:

- a. Meet and greet at the door.
- b. Model positive behaviours and build relationships.
- c. Plan lessons that engage, challenge and meet the needs of all learners.
- d. A mechanism for positive recognition that is used in each classroom throughout the lesson.
- e. Refer to the school rules in all conversations about behaviour and link to red and green choices (or appropriate alternatives for older children).
- f. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- g. Follow up every time, retain ownership and engage in reflective dialogue with learners.
- h. Never ignore or walk past learners who are behaving inappropriately.

### Steps:

<b>1. Redirection</b>	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
<b>2. Rule reminder</b>	A reminder of the expectations, 'love, respect, aspire', delivered privately wherever possible. If necessary repeat reminder for a maximum of two times. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
<b>3. Caution</b>	A clear verbal caution delivered privately wherever possible making the learner aware of their behaviour and clearly outlining the consequences if they continue.
<b>4. Time out</b>	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. 5 mins time out as a general rule.
<b>5. Timeout in another class</b>	At this point the learner will be sent to another classroom for the remainder of the lesson. All time outs in another class will be recorded.
<b>6. Reconciliation</b>	A reconciliation meeting should take place before the next lesson. If this is unsuccessful the teacher should seek support from a colleague to support the process.
<b>7. Leadership Involvement</b>	If steps 1-6 have not been effective, then a member of SLT may be called using the red card system. An ABC form will be completed by the adult dealing with steps 1-6 so SLT have the background information. SLT will then add to the form as necessary.

A serious breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, will be considered.

### **Sanctions**

Unfortunately, there are times when pupils present poor behaviour that does not meet the schools' expectations. We must always be prepared to challenge pupils in relation to attitudes and behaviour but it needs to be done in an assertive and not an aggressive way. The basic protocols for dealing with challenging behaviour are:

\*Praise in public, reprimand in private (PIP and RIP)

\*When a child is given a consequence the adult giving the consequence is responsible for delivering the sanction. E.g. if a child does not complete work in class, the sanction may be to complete the work at break/lunchtime-the teacher giving this consequence would sit with the child at break/lunchtime for the duration of the sanction.

There are different levels of inappropriate behaviour and therefore a staged approach is needed when dealing with inappropriate behaviour. These stages are described below;

### **Minor Incidents**

These incidents are dealt with by the adult involved at the time of the incident and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; lack of equipment.

For this level of behaviour follow the 7 step approach.

### **Medium Incidents**

These incidents may initially be managed by the adult involved at the time of the incident and support may be sought from a colleague if needed once steps 1-4 have been followed.

- obscene language
- verbal aggression
- physical violence (not causing serious injury)\*
- refusal to follow instructions
- dangerous behaviour

\*If the behaviour includes physical violence go immediately to step 5. Class teacher to inform the parent and to record the incident.

## **Major/Serious incidents**

These incidents will be managed by a member of the senior leadership team-go to step 7 straight away. The adult involved in the incident initially will be responsible for recording the incident on the relevant paperwork. (These could include ABC forms, violent incident forms, forms for racial/sexual harassment, safeguarding form, Prevent form or a combination of these as appropriate).

- assault on a member of staff
- assault on a pupil resulting in significant injury
- bullying-see antibullying policy
- possession of an offensive weapon
- possession of and/or supplying illegal substances
- racial/sexual harassment

### **Sanctions available include:**

For minor and medium incidents the adult giving the sanction needs to be responsible for delivering the sanction.

For minor and medium incidents, sanctions might include:

- time out
- time out in another class
- completing task during break or lunchtime and recording ED (emotionally disengaged) in their book
- apology to others involved in the incident

For major incidents sanctions would include:

- Internal exclusion
- Fixed term exclusion
- Police involvement

## **Permanent Exclusion**

This is the final sanction when the federation has exhausted all means at its disposal to help a pupil with their problems. The schools must be convinced that to keep a pupil on-roll would seriously impair the education and/or safety of other students. There are also rare cases when a single incident may cause the Executive Head teacher to recommend permanent exclusion to the Governing Body.

## **Use of force to control or restrain a student**

On rare occasions, it may be necessary for staff to intervene physically to control or restrain a student. Staff are empowered to intervene when necessary by the Education and Inspections Act 2006, Section 93. Parents/carers should be aware that the law permits all adults authorised by the Executive Head teacher to use reasonable force:

- when it is likely that a criminal offence is being committed
- where students may injure themselves or others
- where the behaviour is prejudicial to maintaining good order and discipline at the school or among the students
- when the action occurs on the federation premises or during an authorised activity off the premises
- where students may be causing damage to property (including the student's own property).

The use of force is very much a last resort and will only be used when all alternatives have been tried and have failed. Staff will use their skill and experience to avoid such situations occurring and will act in a professional way, seeking to maintain the dignity and integrity of students in their care.

All staff will have access to regular updating of positive behaviour support techniques, including positive handling procedures, in line with the policy guidance of the Disabilities Trust, the DFE and the BILD Code of Practice.

The Federation of Bursledon Schools works in partnership with parents, carers and representatives of the Local Authority to ensure good and acceptable behaviour is taught, encouraged and maintained at all times.