

Behaviour Policy

Byker Primary School



Approved by:	Governing Body
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1 Scope

At Byker Primary School, we consider good relationships to be at the heart of everything we do. We aim to provide a safe and positive environment in which to learn that allows our children to thrive in every area of school life. Teaching, modelling, supporting and nurturing positive relationships and behaviours are at the heart of our school's **Personal Development Curriculum**

2 Purpose

- To support the whole school community in maintaining high standards of behaviour and to follow a consistent approach throughout the school.
- To teach and support all children to make good choices and equip them with the skills and strategies to self regulate.
- To create a caring culture of discussion, thought and reflection that supports kind and respectful relationships between all of our Byker Family.
- To maintain a safe, calm, purposeful and happy atmosphere within the school.
- To value parental co-operation and involvement in ensuring positive behaviour in and out of school.
- To exemplify appropriate behaviour through role modelling and setting of high expectations.
- To take all reasonable steps to ensure that the individual needs of any child are considered in the application of this policy.
- To value each individual child and celebrate their achievements and uniqueness.

3 A whole school approach to teaching positive behaviours

All school staff have an equal responsibility for the welfare and discipline of children in school. Staff have agreed the school aims and strategies to encourage good behaviour and to discourage inappropriate behaviour and bullying. Our curriculum (including PSHE), assemblies and many activities in school help to teach our children about their own feelings, reactions and behaviours and to understand and empathise with those of others. We believe in 'Every Child's Rights' and work with our children to ensure the rights of others are respected.

A positive environment built upon excellent relationships underpins our approach. We develop our relationships every day through our interactions including:

Enthusiasm for pupils' learning

A 'thank you' Honest, specific feedback Showing we know and care for every child

Sharing children's success with peers

Positive comments specifically relating to effort or behaviour

Comments to parents

Acknowledgement of appropriate behaviour

A smile

Thumbs up

Listening

4 Promoting Outstanding Behaviour for Learning

The key to good behaviour in the classroom is teaching and learning that is engaging and challenging at the appropriate level for all. It should motivate children, set clear expectations and offer the appropriate support to make those expectations attainable.

This is underpinned by consistent and well-managed classrooms, systems and procedures that make explicit what is expected and set children up to succeed rather than fail. We talk with our children about what makes a great learner. We want them to understand that on many occasions it is the mistakes we make and the resilience and effort we show that helps us to progress. We want children to understand that we all find things difficult at times, but it is when we push ourselves to work through these challenges that some of the most exciting learning happens

5 Rewards to promote positive behaviour

Our whole school Dojo reward scheme focuses on promoting behaviours across school. **All members of staff can award Dojo Points to acknowledge positive behaviour.** After a child has received 100, 250 or 500 Dojo Points they can visit the Head Teacher or Assistant Head Teachers to receive recognition for consistent behaviour and attitude to work. A special recognition is made at 750 points with a certificate.

We have weekly celebration assemblies where childrens behaviour and attitude to work is celebrated with a certificate and small prize.

Staff may also wish to individually reward and celebrate outstanding effort, work and behaviour and showing behaviours that follow our **Traffic Light System Green Moments and Star behaviours.** The following bullet points give examples of rewards a member of staff may wish to use:

- Direct verbal praise to the child and recognition of their effort.
- Written comments in work books and a note made in Home School Reading Records

The use of stickers to reward specific behaviour or success in a task which can be attached to work or worn by the child

Certificates which can be sent home to alert and communicate to parents the child's success

6 How we help Every Child to develop the very highest levels of behaviour

As well as our positive affirmation approach we also recognise the need to talk with our children about behaviour and to explore why some children need additional support.

Staff at Byker have high expectations of all children. At the beginning of each school year class teachers and the children create a set of **Class Expectations** reflecting whole school values. Class Expectations and routines are revisited and reviewed as a part of normal classroom routines and teaching staff regularly refer to them when addressing behaviour concerns.

We talk about and describe the behaviours children may show, but we never label the child with that behaviour. We understand there are many factors that can affect behaviours at different times. It is our job to know every child and to work hard to understand these behaviours and to give our children strategies, where necessary, to change them and to recognise and manage their emotions and behaviours.

Strategies for Responding to low-level disruption:

Low-level disruption, at any point during a lesson, can have a detrimental impact on learning for individuals or the whole class group. As a result, members of staff will move quickly to address any 'low level disruption' or 'off task behaviour'. The following are examples of how staff may address and challenge 'low level disruption' or 'off task behaviours':

- Proximity praise (praising a child nearby who is behaving appropriately, verbally or by using Dojo Points as an incentive)
- Tactical ignoring
- Waiting and scanning
- Pause in talk
- Avoiding disturbing others or drawing attention to a child by moving towards the child or group while talking, using non-threatening body language
- Restatement of request followed by repetition of class rule
- Use of individual's name within sentence, to remind them of the behaviour you want to see
- Repetition using 'name...pause...direction'
- The use of privately understood signals
- The use of a signal, familiar to the whole class or group
- Quietly and calmly reminding the child of the consequences, if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice

- 'When...then...' instructions
- The use of humour (but never sarcasm) to defuse or deflect challenges.

Responding to repeated disruption:

Should low level disruption persist or be repeated, during the course of a lesson, the following strategies may be used by staff:

- Speaking quietly, calmly and assertively (use thank you rather than please to demonstrate an expectation of compliance with a request)
- Refocusing on the task, asking if the child needs any help
- Continuing to use the language of choice-being clear with the children that they are able to make choices in managing their behaviour
- Describing the behaviour, not the child as the problem
- Using 'I' messages, not 'you' messages
- Removing the child, where possible, from being the centre of attention
- Giving the child time to calm down, before following up the incident with discussion
- Allowing take-up time – moving away in the expectation that the child will do as expected
- Describing the behaviour, not the child as the problem
- Using 'I' messages, not 'you' messages
- Removing the child, where possible, from being the centre of attention
- Giving the child time to calm down, before following up the incident with discussion
- Staff discussing the child's difficulties with year group colleagues.

Playtimes and Dinnertimes:

Staff on duty at playtimes and dinnertimes are expected to ensure the very highest standards of behaviour.

Repeated examples of inappropriate behaviour or examples of offensive/violent behaviours should be referred to the member of the SLT on duty. The classteacher should always be informed at the end of break if a child in their class has hurt another or is showing repeated behaviours that need to be addressed.

Restorative Actions:

Where appropriate, staff will impose a sanction, as a consequence, to deter future poor behaviour. At all times we focus on making choices and improving behaviours. We are a learning school. When imposing a sanction staff should ensure:

- Relationships are maintained – making it clear that a sanction is to support the alteration of behaviour, rather than punishment.
- Behaviour expectations are reviewed and revisited with the child.
- The child is supported to reflect on the choices they have made.
- The child has clarity about the specific rules that are being broken; the impact of this and the consequence.

Wherever possible, consequences should occur immediately after the 'incident' and reinforce the desired behaviours. Whilst staff aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history within the school and the specific context in which each set of behaviours occurs.

The following are examples of possible sanctions:

- If a child is thoughtless, or careless with school property, or property belonging to a pupil, they may be asked to spend some of their time tidying or reorganising the items
- If a child damages school property, or property belonging to another pupil, parents may be asked to support the school, by making a contribution towards the cost of the damaged item - if damage to school property is sufficiently serious, a formal letter warning pupils about their future conduct, may be sent home to parents at the Head teacher's discretion.
- If a child hurts someone, they may be asked to write a letter of apology in their own time and give a verbal apology.
- If a child breaks playground rules they will have 'time out' from playtime and will walk with an adult on duty or remain under supervision inside the school building.
- If a child is repeatedly wasting learning time, they may be asked to make up that time at playtime or lunchtime, under the supervision of the teacher in question.
- A child may be asked to complete some work in another classroom or under supervision (No child should ever be sent to stand outside a classroom).
- We judge playtimes as an important part of the school curriculum and learning environment. Keeping a child in should be an infrequent and time limited event with a clearly explained purpose. This sanction should very rarely be used with Reception and Key Stage 1 children.

Responding to continued inappropriate behaviour in or out of class, violence, offensive language, major disruption to lessons.

- A member of the SLT should be called for/informed.
- The member of the SLT removes the child from the situation and explore the causes of behaviours and set appropriate consequences.
- Behaviours are logged on CPOMS and where appropriate the parent/carer is contacted
- The member of the SLT follows up with the child and member of staff over the period of time to ensure the behaviours improve through use of support file. Where bullying, violence or discriminatory/offensive behaviours occur the Deputy Head and Headteacher will be informed and individual, whole class, whole school interventions are mapped into place.

Exclusion for serious incidents outside of school

The behaviour of pupils outside school can be considered grounds for suspension and/or permeate exclusion. This will be a matter of judgment for the Head Teacher in accordance with the DFE Exclusions from the Maintained Schools Guidance Document 2017.

Inappropriate behaviour in these circumstances, including incidents where it is considered that the school has been brought into disrepute, will be dealt with as if it had taken place in school and in accordance with school policies, and this policy, where the circumstances warrant it. This could therefore lead to Permanent exclusion.

Dealing with malicious allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the head teacher and Chair of Governors may refer to social services to determine whether the child is in need of support or has been abused by someone else.

The Headteacher will decide upon the sanction for the pupil who made the false allegation. The Headteacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

Pupils with Special Educational Needs

We have high expectations for every child in our school. However, we recognise that to be truly inclusive, reasonable adjustments need to be made in the application of this policy to some vulnerable pupils including those who are disabled, children with SEN, including social and emotional or behavioural issues, and children at risk. This may include specific training and support for staff, strategy meeting and, as appropriate, personalised behaviour and reward goals to support their progress. Additional support such as counselling, social groups or mentoring may also be provided. Children at risk or vulnerable children will be identified through our provision map and on our SEN register. Our SENCO will ensure good links with home and act as a reference point for staff.

We know that there are many reasons why certain behaviours can take place and we always aim to support children in helping them to behave in a positive way. Where there is a continued concern about a child's behaviour or wellbeing, following internal monitoring, the school will contact parents or carers to discuss this.

Some children will need additional support and teaching to enable them to develop positive behaviours and relationships.

- The School inclusion Lead/SENCO will be asked to carry out observations of the child in class/on the playground, to identify possible causes for inappropriate behaviour
- Where needed specialist support will be sought such as Educational Psychologist support or individual strategies, such as Social Groups deployed.
- If appropriate, an Individual Behaviour Plan (IBP) with the child and their parents stating clear short term targets, which will be revised daily with the child, and weekly with the parents
- The time scale for implementation should be limited (approximately 2-3 weeks)
- Staff will reflect, with a member of the SLT, on child's progress with IBP targets and effectiveness of additional / amended provision or support.

If the IBP has been in place for the agreed timescale and the inappropriate behaviours continue, resulting in the continued disruption of lessons or break times, inhibiting the learning or play of the other children in the class, the child may be removed from class, with the agreement of the Head Teacher, Deputy Headteacher or one of the Assistant Head Teachers, for a set period. Following a child's removal from class, parents will be informed at the end of the day, by telephone or meeting after school, and a plan will be agreed for the following day. A record of these events will be recorded on CPOMS.

External Exclusion:

A decision to exclude a child permanently is a decision which school takes extremely seriously. It will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child's behaviour and it will be used only as an absolute last resort.

A decision to exclude a pupil for a fixed period will be taken only in response to serious breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards. The maximum number of days for a fixed term exclusion is 45.

For any fixed term exclusion, the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion.
- Inform the local authority immediately of any permanent exclusion of a child.

Dealing with violent or offensive behaviour:

If a child is violent or offensive (homophobic, racist or discriminatory language/behaviour) towards another child or a member of staff, the Head Teacher, Deputy Head or one of the Assistant Head Teachers will remove the child from the classroom or the situation. This 'internal exclusion' will give the child time to calm down and reflect on his/her behaviour. Furthermore, appropriate actions will be discussed and apologies made to the injured parties.

Byker Primary school acknowledges that, in exceptional circumstances, staff may be required to physically intervene to remove a child from a situation, prevent pupils from threatening the safety of others, putting themselves at risk or causing damage to property. Staff will do this in accordance with the guidelines set out in the School Care and Control of Pupils Policy.

If a child continues to be violent towards his/her peers or a member of staff, a meeting will be held with parents, the class teacher and a senior member of staff in order to agree on an action plan to support the child, involving agencies such as:

- School Nurse
- Parent Support Officer
- Behaviour Support Services
- Educational Psychologist
- Community Paediatrician
- Social Services

Recording behaviour on CPOMS (online monitoring system):

When documenting on CPOMS the Senior Leadership Team need to be alerted to all instances relating to behaviour. This will ensure a clear and accurate picture is gathered about behaviour across school and to ensure consistency in the ways in which issues with behaviour are addressed.

Incidents recorded on CPOMS need to be concise, objective and factual. Staff are encouraged to write incidents in clear bullet points using the format of incident, actions and outcomes. This format will ensure all actions are followed up and the outcomes of discussions which take place are also recorded.

Dealing With Child-on-child abuse

All staff are made aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. **All** staff are aware of procedures with regard to child-on-child abuse and the

important role they have to play in preventing it and responding where they believe a child may be at risk from it.

We know that even if there are no reports in our school it does not mean it is not happening, if there are **any** concerns regarding child-on-child abuse staff should speak to the designated safeguarding lead (or a deputy).

All staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos

We aim to address these issues through our PSHE and Family and Relationships curricula and through being a listening school and ensuring our children always know they have someone to talk to.

7 Policy Links

This policy should be read in conjunction with the following school policies/guidance:

- Attendance;
- Anti-bullying;

- Positive Handling;
- Safeguarding Children;
- Teaching and Learning.
- Behaviour and Discipline in schools, DFE 2014 guidance
- Complaint Policy.
- Equality and Diversity Policy

Exclusion Process

Head teacher decides to exclude pupil

Inform parent; Local Authority; Governing Body; Social Worker; Virtual School without delay ideally in person or by telephone, followed by a letter. Notice **must** be in writing and state all the required facts underlined in part 3 of the guidance.

It is the responsibility of the excluding school to provide the pupil with education from day 1—5 following the exclusion.

Governing Body and the LA **must** be informed **within one day** (and the 'home' LA if different).

Excluding School paperwork **must be forwarded to the Local Authority by the end of the 3rd school day**. The Local Authority have a statutory responsibility provide excluded pupils with education from the 6th day.

Provision **must** be made by the LA from the 6th school day following the exclusion.

On receiving notice of the exclusion, the governing body **must** convene a meeting between the 6th and the 15th school day of receiving notice of the exclusion. The governing body **must** invite the parent, the Headteacher, and an LA Officer and other partner agencies where appropriate.

Written evidence and information (Including any information relating to the young person) should be circulated at least five school days in advance of the governing body meeting. Which allows parents, the LA and appropriate agencies to review docs.

The Governing body may ask the LA officer for advice but must take its decision asking the other parties to leave the room, only the clerk may stay whilst they are decision making.

If the parent does not request an Independent Review within 15 days of being notified of the decision the pupil can then be removed from roll.