

Behaviour Policy

Byker Primary School



Approved by:	Governing Body
Approved Date:	December 2024
Review frequency:	Annually
Next Review Date:	June 2025

Statement of intent

Byker Primary School believes that, in order to facilitate teaching and learning, acceptable behavior or better must be demonstrated in all aspects of school life. Byker Primary School is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour and improved behaviour
- Challenging and disciplining misbehaviour restoratively.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of Byker Primary School's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Byker Primary School acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), Byker Primary School aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. Byker Primary School aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, policies, values and attitudes, alongside the social and physical environment. This ethos and curriculum is derived from the best and current research as defined by the EEF 2021.
- **Relational practice** - Our school is moving towards working in a relational way. We endeavor to use the 3 E's Engage, explain and expect. Our upper KS2 are using coaching circles with the check in, check up and check out model. The rest of the school will follow.
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing, emotional literacy, SEMH, RSC all of which is taught using pupil voice through clued up kids.
- **Community engagement** - Byker Primary School works to proactively engage with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- **Clubs** - Byker Primary School encourages the engagement of more vulnerable learners in Morning Clubs and after school clubs to raise self-esteem and support individual's needs.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. Byker Primary School's Social, Emotional and Mental Health (SEMH)

Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- **[New]** DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in Byker Primary School 's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at Byker Primary School. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at Byker Primary School.
- Determining Byker Primary School rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead/SENCO/PHSE and behaviour lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how Byker Primary School engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in Byker Primary School.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with Byker Primary School's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

- Being responsible and accountable for the progress and development of the pupils in their class.
- Reporting behavior verbally to parents and SLT in a timely manner. Keeping cpoms records.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Teaching learning behaviours and a consistent PHSE curriculum
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, providing a correct sanction for pupils who display poor levels of behaviour.

Pupils are responsible for:

- Aiming to manage their behaviour, with the correct support.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to Byker Primary School rules.
- Informing Byker Primary School of any changes in circumstances which may affect their child's behaviour.
- Supporting their child, to reward and sanction their child according to the policy.
- Sign the parent code of conduct
- support child to up hold pupil code of conduct

3. Definitions

For the purposes of this policy, Byker Primary School defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of Byker Primary School within the wider community inside or outside of school, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** - deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

For the purposes of this policy, Byker Primary School defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Failure to complete classwork
- Low-level disruption, shouting out and talking in class
- Rudeness
- Lack of correct equipment eg not looking after pencil case
- Refusing to follow adult instructions
- Disruption of others' work or play.
- Use of mobile phones without permission
- Graffiti or damage to property

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour. Serious behaviour may also include:

- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions

- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger to self or others
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Prevention strategies and sanctions for unacceptable behaviour

This section outlines Byker Primary School's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combating unacceptable behaviour (EEF guidance). Byker Primary School focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. This will include meet and greet routines and transitional techniques. We foster the EMR approach Establish, maintain and restore relationships when dealing with conflict. (EEF) Relational circles and informal circles support teacher-pupil relationships. Children get to check in emotionally at least once daily. Emotional literacy is of a high priority across school. We start with the inside out characters to support our thinking of emotions which is taught in PHSE.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice

- PACE approach is implemented (Playfulness, acceptance, curiosity and empathy)
- Using simple, direct language. (5 restorative questions)
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

Restorative questions

1. What happened?
2. How did you feel while it was happening?
3. How did you feel after it had happened?
4. Who did it affect?
5. What do we/you need to do to make sure it doesn't happen again?

Physical intervention (Positive handling/ TEAM teach)

In line with Byker Primary School's Positive Handling Policy, all **trained members of staff** have the legal right to use reasonable force to prevent pupils from harming others, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort. Staff members will use their professional judgment of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to a calm space, phase leaders and head teacher will be informed and the pupil's parent will be contacted. All incidents to be recorded on cpoms. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, Byker Primary School will recognise and consider the vulnerability of these groups.

Nurture and safe spaces

Children are encouraged to use many strategies to manage their emotions. Children are trained to use safe spaces or the Thrive Hive nurture space when they feel unsafe or need to remove themselves from an incident. Byker Primary School may decide to move pupils to a separate room away from other pupils for a limited period – these are known as nurture rooms or safe spaces. Byker Primary School will only move pupils to a safe space where necessary to calm and de-escalate. Byker Primary School will ensure that pupils' health and safety is not compromised and that any additional requirements, such as SEND needs, are met.

6. Sexual abuse and discrimination

Byker Primary School prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. Byker Primary School's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy. Byker Primary School will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7. Classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Byker Primary School understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements. (Dojo points, achievers, collaborative team learning point)
- Establish sanctions for misbehaviour. (See Behaviour Tiered system for approaches Appendix 1)
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned active lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow Byker Primary School **Pupil Code of Conduct**, which requires pupils to:

- Conduct themselves around Byker Primary School premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Use zones of regulation and 5 point scale strategies to self-regulate.
- Show respect for the opinions and beliefs of others.
- Complete classwork.
- Report unacceptable behaviour.
- Show respect for Byker Primary School environment.

Classroom rules and routines

Byker Primary School has an established set of clear, comprehensive and enforceable classroom rules which define what acceptable behaviour is and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Byker Primary School also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils

understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed. Mental health, zones of regulation and 5 point scale strategies will be taught and visible in classrooms.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practiced throughout the year to create a more productive and enjoyable environment.

Our rules are:

- We will not hurt anyone with unkind words or actions.
- We will show pride in our school and the uniform that we wear.
- We will take care of our school and the things that belong to other people.
- We will do what the adults ask us to do straight away.
- We will walk around school and we will be polite and kind to visitors and each other.

The classroom environment- (Willinghams memory model)

Byker Primary School understands that a well-structured classroom environment is paramount to preventing poor **behaviour and promoting sustained learning. (EEF)** This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

Byker Primary School recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Dojo points will be given as well as certificates and achievements will be celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied eg dojo points, verbal, certificates, first to play etc
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.
- Praise will be given for effort and not just good achievements (EEF)

Whilst it is important to receive praise from teachers, Byker Primary School understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour. As with praise, Byker Primary School understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, Byker Primary School recognises that they need to be:

- **Immediate** - immediately rewarded following good behaviour.
- **Consistent** - consistently rewarded to maintain the behaviour.
- **Achievable** - keeping rewards achievable to maintain attention and motivation.
- **Fair** - making sure all pupils are fairly rewarded.

Byker Primary School has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and dojo points and additional play time.

8. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. The teacher will keep a record of all reported incidents of serious unacceptable behaviour on cpoms to help identify pupils whose behaviour may indicate potential mental health problems. The teacher will verbally report amber and red to parents and SLT. After an initial incident of negative behaviour, the following sanctions are implemented:

Traffic lights

Step	Traffic light	Sanction
1	Green: children remain on track and follow positive praise guidance to encourage the continuation of good behaviour choices	none
2	Yellow: Verbal warning and reminder cues of the behaviour that needs to alter and the rules they are not following	none
3	AMBER: spoken to by the teacher at play using restorative questions. Consistent and repeated amber incidents to be logged on CPOMs and reviewed at SLT behaviour meetings. (RED - 6 mins play time lost and golden time)	4 mins lost play and some golden time
4	RED: spoken to by the phase leader at play using restorative questions.	Lunch and break times lost and meeting with Assistant Headteacher of Key Stage

	All reds recorded on CPOMs and reviewed at SLT Behaviour meeting	
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Children reflect on behaviour in class or on REFLECTION STATION on the yard. (**EYFS** may need immediate time IN)

- *Children may move up and down traffic lights verbally but no name cards on classroom display to avoid shaming. Children will be given a chance to redeem themselves.
- ** Any violent offenses are an automatic **RED** offense.
- *** Teachers to decide how many minutes lost for **Amber** warnings behaviour and parents informed.
- **** All children will take part in celebration assembly regardless of any **RED** incidents.

Byker Primary School will ensure that:

- The decision to give out a sanction to a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to give a sanction to a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

Byker Primary School will ensure that all sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

If children have repeated **AMBER or **RED** offenses in the same half term use the following steps:**

M a i n s t r e a m	Step	Process	communication- cpoms
	a)	De-escalation removal from class/situation 0.5 days. Restorative intervention (Tier 2) Pupil placed on Behaviour File (1/2 term)	Formal meeting with parents and SLT Review at SLT Behaviour meeting
	b)	Formal internal exclusion from class /situation *Explore SEND pathways further (Tier 3) Pupil placed on Behaviour Support plan (1/2 term)	Formal meeting with parents and SLT with written letter to parents explaining schools concerns. Review at SLT Behaviour meeting Restorative intervention parents, child, school

c)	Formal suspension (Tier 3) Pupil placed on Behaviour Support plan (1/2 term)	Fortnightly reviews with SLT and parents. Monitored over 6 weeks. Review at SLT Behaviour meeting
d)	Reduced timetable	Head teacher to meet with parents to discuss the reduced timetable and time period. Monitored over 6 weeks. Review at SLT Behaviour meeting
*This process may be used with SEND children where specialist guidance has been exhausted and external agency support is in place.		

Additional support and intervention

For some pupils, following the set behaviour policy and guidance is not appropriate due to SEND and other needs and these pupils will be noted on The Tracker. For these pupils there will be a number of steps in place:

- Pupils will be discussed during weekly SLT Behaviour meeting and information about the whole child will be considered including: homework and home/ school routines, current attainment and progress, attendance, any identified or unidentified needs. Actions will be set which may include additional school-based interventions e.g. nurture provision, Boxall profiling, additional parent/carer meetings, school counsellor, emotional check-ins, a STAR chart to consider patterns of behaviour. It could also lead to referral to outside agencies e.g. SPA (CYPs), Educational Psychology, SALT, SEND ASAP/ IPS. The Mainstream Guidance must be considered in terms of what is currently in place for pupils and what recommended next steps will be.

9. Early Years and Foundation Stage

In Early Years, the children's emotional literacy is part of a prime area of the curriculum. We support the children to begin to understand their own emotions and feelings both physically and mentally at the earliest possible stages and how to self regulate when they need to. In addition, we support children to begin to understand the emotions of those around them and how to act appropriately to support one another in different situations. We set high expectations for learning and behaviour and focus on celebrating positive behaviour choices through specific verbal praise, using clear body language and by rewarding the children with stickers and dojo points.

Instances of unacceptable behaviour is taken seriously and dealt with immediately. Children are given a 'time in' sanction where they can be removed from the situation to regulate themselves again and are then spoken to by an adult they work with in a restorative manner. This includes discussing what has gone wrong, their feelings at the time and now they are reflecting, the feelings of others involved and how they can learn from their mistakes to put it right again. Children then return to their learning as normal when calm and ready to do so. Parents are notified of any such incidents.

If children display repeated unacceptable behaviour, the teacher will keep a record of all incidents on cpoms and report to SLT for possible SEND support to be investigated. Parents are invited into school for a meeting with the teacher/ key worker and Early Year Lead in regards to these instances.

9.a Please read this policy in conjunction with the Anti-bullying policy

10. Monitoring and review

This policy will be reviewed by the Head teacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is July 2025.