



Behaviour Policy

Becoming the person God made me to be:
living, learning, loving.

*"I praise you because I am fearfully and
wonderfully made" Psalm 139:14*

TRUST

JUSTICE

FORGIVENESS

HOPE

DIGNITY

COMMUNITY



**Why attempt to crush behaviours through punishment, when you
can grow better ones with love?**

Version: 10

Agreed: September 2024

Review: September 2025

Linked policies:

- ❖ Anti-bullying
- ❖ Suspensions and Exclusions
- ❖ Staff Code of Conduct
- ❖ Child Protection and Safeguarding
- ❖ Accessibility Plan

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views. The biblical and theological ideas that have shaped our vision are as follows: *Created to be like God, we are all individual, different, and precious.*

*As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives and learning**. We seek **justice** for all, embracing those who face challenges in their **lives and learning**. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need, and we act and speak up for those who don't. **Equity** underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Austrey and Newton Regis Church of England Primary Schools.*

INTRODUCTION

Working within this distinct Christian ethos, the main focus of behaviour and discipline at Austrey and Newton Regis is to reward and celebrate good behaviour and to develop an ethos of kindness, hope, forgiveness and co-operation. We aim to be positive and focus on good behaviour and we use a wide range of rewards to encourage this. When behaviour falls short of our expectations, we emphasise that it is the action and not the child which is unacceptable. Poor behaviour erodes our efforts to achieve our values. It acts as a barrier to learning and undermines the sense of safety and good order within the school which affects all children. All children have the right to learn without disruption or interference from others.

AIMS

The aim of this policy is to provide a framework of expectations, guidance and procedures which can be implemented by all members of staff to support and promote the Christian values of the school so that:

- ❖ Teaching and learning is effective in a calm, well-ordered and positive environment
- ❖ Every member of the school community feels that they are valued and treated with respect so that people can work together with the common purpose of helping everyone to learn.
- ❖ The teaching and modelling of high expectations of behaviour is an explicit part of the curriculum.
- ❖ Children develop positive attitudes and good relationships to become caring and responsible citizens who show tolerance and empathy towards others
- ❖ Rules, rewards and sanctions are understood by all members of the school community and are applied consistently.
- ❖ Ensure that our behaviour policy does not discriminate against any individual or group of children on account or race, cultural identity, gender, ability, disability, religion or socio-economic background
- ❖ To give our children the confidence and resilience to meet new challenges with a determination to succeed.

THE ROLE AND RESPONSIBILITIES OF PARENTS/CARERS

Since teachers and parents/carers share the responsibility of encouraging and reinforcing appropriate behaviour, it is essential that they understand the role of all participants and the expectations for all members of School community, and that they assist in developing and instilling these behaviours. Their role is vital.

Therefore, it is expected that parents/carers will:

- ❖ Demonstrate a positive attitude at home about school, teachers and the importance of education.
- ❖ Keep open communication with a child's teacher(s) and the headteacher about concerns arising.
- ❖ Monitor homework to make sure it is completed well and on time.
- ❖ Encourage respect and good manners towards staff and other children.
- ❖ Attempt to provide, to the best of their ability, proper rest and nutrition for their child(ren) to enable their child(ren) to function well at school.
- ❖ Make the school their first port of call when issues arise
- ❖ Refrain from debating school issues on social media



We also encourage parents to let us know if anything has happened at home or outside school which may be affecting their child's behaviour so we can work together.

IMPLEMENTATION

Staff lead by example by showing courtesy and consideration to each other and the children.



The Human Rights Act 1998 - Under the HRA, it is unlawful for schools to act in a way that is incompatible with this. The specific convention right applying to this policy is:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

Our behaviour rules are communicated positively and are consistent with those outlined in our Anti Bullying Policy, which have been agreed through pupil consultation, as follows:

GOLDEN RULES

- ❖ **We are respectful of ourselves, others and our school**
- ❖ **We always listen and try our best**
- ❖ **We are kind, thoughtful and honest**
- ❖ **We accept everyone for who they are and value everyone as part of our community**

GOOD TO BE GREEN BEHAVIOUR SYSTEM

The behaviour system we use in class and at playtime is designed to encourage children to follow the rules and choose to behave in an acceptable manner. The behaviour system is shown as a colour scale throughout the school. Children aim to stay on green throughout the day, or be selected to move to “gold” for excellent behaviour. Behaviour which is not acceptable is shown by a child being moved to yellow or red. This is clearly displayed in all classrooms.

REWARDS

An important part of our Behaviour and Anti-bullying policy is the way we let children know that they are doing the right things in the right way. We reinforce good behaviour and give the children positive feedback to celebrate and reward this. In addition to adult praise, both verbal and written, we use a range of rewards depending on age and what works with the children. This encourages the children and continues to build upon the positive ethos we enjoy at Newton Regis and Austrey.



Our rewards include:

- ❖ Merits – when children have reached 100 merits they can choose a prize from the prize shelf
- ❖ Visit to the Headteacher or Deputy Headteacher
- ❖ Headteacher stickers and postcards
- ❖ Pupil of the week
- ❖ Values Lanyards
- ❖ Half termly team cup

CONSEQUENCES

Where a child is not showing acceptable behaviour, a sanction is used as a consequence. The nature of the incident will determine the level of consequence applied. It will be made clear to the child why the behaviour is unacceptable, what the consequences are if it persists and what the expected behaviour is.

Staff will use a variety of strategies to ensure that unwanted behaviour is modified quickly, these may include.

- ❖ Making eye contact/give a non verbal signal to the child that they know that their behaviour has been noted
- ❖ Consider distractions for the child e.g., collect in books, supporting a peer
- ❖ Identify pupils demonstrating positive behaviour
- ❖ Verbal warning and reminder of expectations
- ❖ Offer opportunity to move within the classroom

If this does not work, pupils may need to:

- ❖ Miss part of their playtime to complete work
- ❖ Miss part of their playtime and walk with the adult
- ❖ Write an apology
- ❖ Be sent to talk to the Headteacher or Deputy Headteacher
- ❖ Move their name or picture to red

Yellow



A child's name may be moved to the yellow circle if their behaviour does not improve, this is an official warning. The child may be instructed to move to a different place within the classroom. They will be given the opportunity to reflect on their behaviour and modify it in order to move back to green.

Red

If a child continues to break rules their name will be moved to red. This may mean they will need to work in a different classroom for a short period of time ("time out") The teacher will contact the child's parent/carer about what has happened via Seesaw or phone. Children will be moved straight to red, missing out the yellow stage for unacceptable behaviour including:

- ❖ spitting
- ❖ bad language
- ❖ fighting
- ❖ destructiveness/theft of property
- ❖ aggression towards other pupils and adults
- ❖ severe argumentative behaviour
- ❖ discrimination / making discriminatory comments on the grounds of gender, race, religion
- ❖ showing disrespect
- ❖ theft of property

Persistent Red

Where a child's behaviour causes additional concern due to persistency of unacceptable behaviour the Headteacher should be informed and a meeting arranged with the child's parent. A behaviour plan will be agreed between parents, class teacher, child and Headteacher.

As a general rule **every day is a fresh start and sanctions are not carried over so all children start each day on green.**

INCLUSION



Our Behaviour and Anti-bullying Policy, based on assertive discipline, aims to help all of us achieve the highest standards of behaviour and achievement. Most children behave in a way that helps learning most of the time. However, when behaviour is disappointing or not acceptable, it is important that the school responds in a way that helps the child get back on track. If poor behaviour is a barrier to learning, we will do our best to remove that barrier. We are committed to ensuring that all children, irrespective of ability, gender, ethnicity, religion, social background, language, sexual orientation or disability are treated with equity in all aspects of the behaviour and anti-bullying policy. (Equality Act 2010).

Sometimes things happen either inside or outside school which affect a child's behaviour. If we notice that a child's behaviour has changed or a child is behaving out of character, safeguarding procedures will be considered. If staff are concerned that the behaviour change may be related to a safeguarding matter, the Headteacher (DSL) should be consulted. Unless there is sufficient reason, we will let parents know and discuss the possible causes. Teachers and parents will work with the SENDCo to investigate the root of the behaviour and keep a record of triggers which will then feed into an Individualised behaviour plan.

INDIVIDUALISED BEHAVIOUR PLANS



If a child has particular needs and the teacher thinks it is appropriate, an individualised behaviour system will be created. All teaching and support staff receive relevant training to enable them to be trauma aware and 'connect with pupils before they correct'. This includes Adverse Childhood Experiences (ACEs) training as well as safeguarding training. If a child is showing distressed behaviour or relationship seeking behaviour, an individualised behaviour system will be created and school will follow mental health safeguarding procedures in line with the KCSIE 2023 document which all staff have also receive training on. All appropriate stakeholders will be involved in this process.

MANAGING EXTREME SITUATIONS

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.safeguardingwarwickshire.co.uk/images/downloads/ESS-PB/PoliciesandProcedures/Guidance-on-the-Use-of-Force-and-Physical-Intervention.pdf>



In extreme circumstances, it may be necessary to take further action, including the use of physical intervention by adults. Such intervention should still be part of a planned process and include distraction, timely physical presence and various methods of diffusion, using the **Team Teach** approach. Only when it is clear that no alternative strategies will have the effect of creating a safe environment for all concerned should physical intervention be considered.

There are few situations in which physical intervention would be considered appropriate. Examples of such situations may include the following:

- When a student attacks a member of staff

- When a student attacks another student
- When students are fighting
- When a student is hurting him/her/themselves or is in danger of hurting him/her/themselves

The aim of Intervention is 95% de-escalation through the use of Verbal Intervention and Safe Space. 5% Physical intervention should then only be used for as short a period of time as possible to enable a safe environment to be re-established for all concerned. Before intervening physically, a member of staff should, wherever practicable, tell the student who is behaving inappropriately to stop and what will happen if he, she or they does not. It is also advisable, where possible, to summon assistance from other colleagues. At all times it is important to remain calm and to continue to communicate verbally with the student, making it clear that physical contact will stop as soon as it ceases to be necessary. Only staff who have received up-to-date Team Teach training will use this intervention.

A Positive Intervention Plan will be written in consultation with all stakeholders using the Team Teach approach **(see Appendix 1)**

The Education Act 1996 allows staff at school to use reasonable force to control or restrain students, provided they have been authorised by the Head teacher. Physical intervention will only be considered necessary when all other possible strategies have been exhausted. All trained staff will have authorisation to use physical intervention in line with this policy.

Up-to-date records of all incidents where physical intervention has been used will be formally recorded and stored in a bound and numbered book immediately following any such incident and parents/carers will be informed as soon as possible.

CHILD-ON-CHILD ABUSE (INCLUDING SEXUAL HARASSMENT)



In line with KCSIE 2022, all staff understand the importance of challenging inappropriate behaviour between children and young people. Staff recognise that downplaying certain behaviours as “just banter” or “boys being boys” can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse. Staff understand that even if there are no reports of child-on-child abuse in their school, this doesn’t mean it is not happening. If staff have any concerns about child-on-child abuse, they will speak to the designated safeguarding lead (DSL) or a deputy DSL. This will then be dealt with under the school’s safeguarding procedures. (see Anti-bullying Policy)

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

BEHAVIOUR AT LUNCHTIMES

Pupil behaviour at lunchtimes is expected to be of the same high standard. However, the school recognises that lunchtime is an important period to let off steam and be physically active. All staff in school have received training on supporting behaviour at lunchtimes. Incidents are dealt with by our team of midday supervisors who communicate any relevant information or concerns to staff as needed. Staff also inform midday supervisors of any key information or concerns as they handover pupils at the beginning of lunchtime.

Rewards

- ❖ Daily Pompoms*
- ❖ Weekly certificates
- ❖ Half termly 'Table of AWESOMENESS'



*Pompoms will be collected in class and 'swapped' for age-appropriate class treats

Consequences

- ❖ Step 1 – Quiet word*
- ❖ Step 2 – 2 minutes time out (walk around with the MDS) *
- ❖ Step 3 – Involve Mrs Eley or Miss Griffiths (apology and 5 minutes time out) **



*Children will be spoken to calmly and the adult will explain why the behaviour is unacceptable and have time to reflect



** Children will be given the opportunity to say sorry and be forgiven

SUSPENSIONS AND EXCLUSIONS

If none of the above results in significant modification of the child's behaviour, the Headteacher will, in accordance with procedures outlined in the Local Authority's Guidance on Exclusion from Schools, consider exclusion. See Exclusion Policy for more details.

This policy will be reviewed and will take place in the Autumn Term of each academic year.

Guidelines for developing Positive Intervention Plans
(Behaviour Plans)



INCIDENT ANALYSIS:

- Analyse number of incidents particularly, times of day, lessons, others involved (pupils and staff), learning environments. When, where and who.
- Reflect on positive times of the day e.g. lessons/group work/subjects/staff/pupils.
- What are the child's motivators?
- Reflect on the function of the behaviour for the child e.g. are they presenting with challenge as a work avoidance strategy?

THE HOLISTIC PICTURE: The team around the child should contribute (either as a report or attendance at the planning meeting) to the following:

- Populate the middle of the child outline with the known, or believed **lived experiences** of the child in the home, school and community. *It is best to enlarge the outline to A3 size.* e.g. parent verbally abused on the way to school by other members of the community, CLA 5 moves in 2 years, bereavement/loss, behaviour that is very different to the rest of the class cohort
- Populate outside the outline with ALL (both positive and challenging) observable behaviours (communications) of the child. **It is important to remember and record what the child needs in order to feel safe.**
- Establish any Safeguarding needs.
- Assessments and referrals from multi-agency professionals e.g. Educational Psychologist, Occupational therapist, speech and language, Specialist Teaching Service etc.

PEN PORTRAIT:

Suggested headings:

Morning/arrival to school routine

Transitions during the day

- Within the classroom
- Outside learning areas

Health Needs

End of the day

Triggers and Strategies

Any other considerations e.g. child will hold on to disagreements, limited understanding of sequence time.

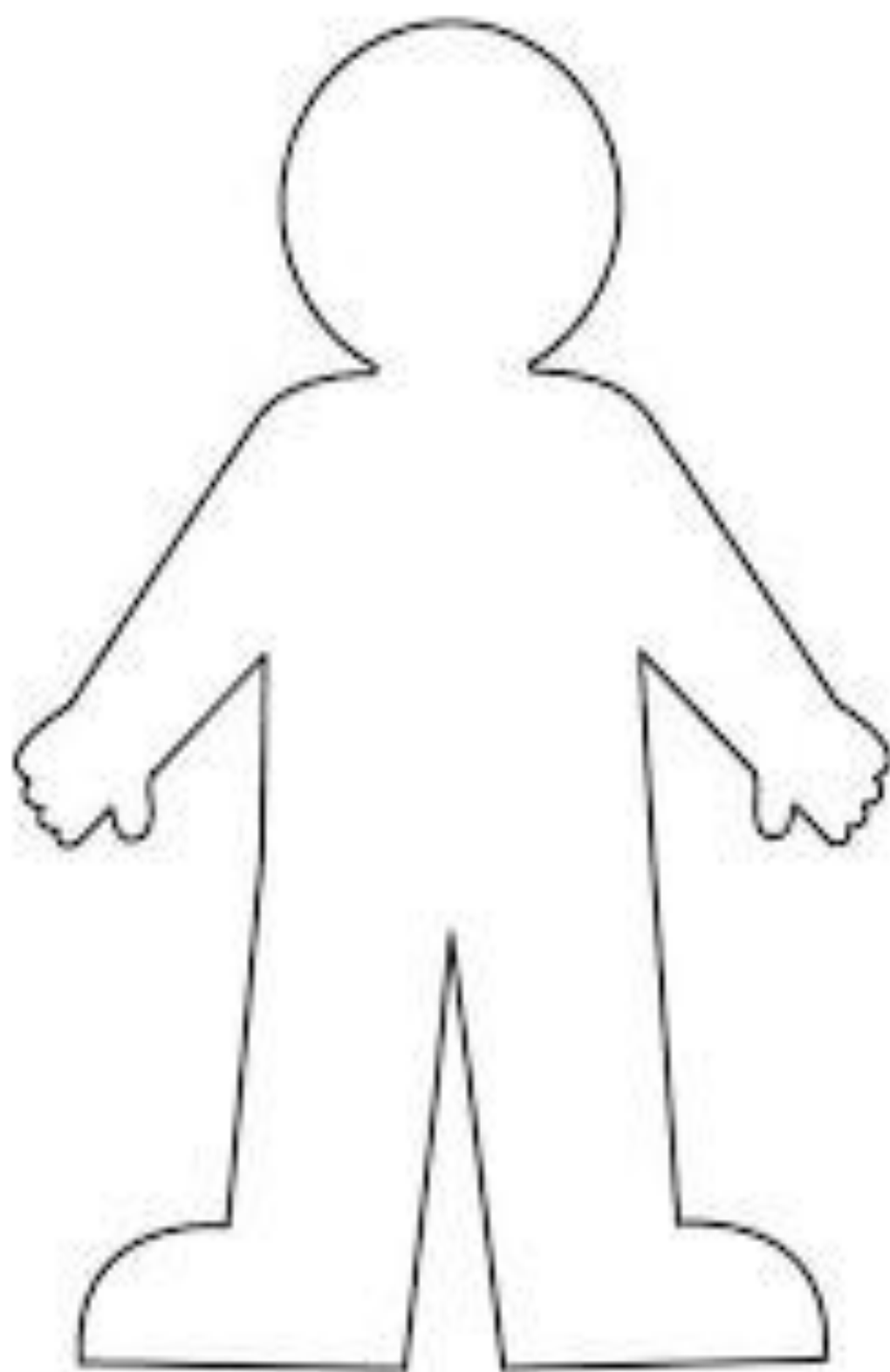
POSITIVE INTERVENTION PLAN:

The plan should describe accurately the observable behaviours of the child and the responses and strategies used by the adult.

The plan should be staged in order to prevent escalation.

The plan should include important DO'S and DON'T's e.g. DO offer choices, DON'T use trigger words e.g. work, calm down.

The plan should also include recovery and debrief. ***Attached is the Team Teach recommended proforma and child outline.***



Positive Intervention Plan

This plan is intended to support everyone in returning to physical and emotional safety as effectively as possible. This is a working document and needs to be followed by ALL adults involved with the child. Review at least termly and always after each significant incident. Version control in footer.

Pupil:

Level	Signs of anxiety for this pupil	Staff responses and strategies
0	All calm <i>Pupil on task and behaving appropriately</i>	
1	Low level risks	
2	Medium level risks	
3	High level risks	<i>Safety responses e.g. personal space, environment, others, need to hold?</i> Detail holds used if necessary:
4	Recovery	
5	Restoration	

SIGNED

Class teacher:

Parents:

Leadership/SENCO:

Resources



has been on GOLD today for

WELL DONE!

Why attempt to
crush behaviours
through
punishment, when
you can you can
grow better ones
with love?