

# South Avenue Primary School



## Behaviour Policy

**Approved by:**

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(Head of School)

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(Vice Head of School)

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**by:**

## **Behaviour Policy Principles**

South Avenue Primary School 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. As members of our community, we adhere to our school rules of being: 'Ready, Kind, and Safe.'

### **Aim of the Behaviour Policy**

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

### **Purpose of the Behaviour Policy**

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'wrong choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### **All staff must:**

- Take time to welcome students at the start of the day
- Be at the door of their classrooms at the beginning and end of each break time
- Never walk past or ignore students who are failing to meet expectations
- Show visible adult consistency of modelling the desired and correct school behaviour including when interacting with other members of staff
- Offer recognition to all desired behaviours to instil a sense of ownership of their own behaviour
- Follow a restorative approach when dealing with challenging behaviour
- Always redirect students by referring to 'Be Ready, Be Kind and Be Safe'

### **The Head of School and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use data and CPOMs communications to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Deliberately and persistently, catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

- Recognise that children want them to:
  - Give them a ‘fresh start’ every lesson
  - Help them learn and feel confident
  - Be just and fair
  - Have a sense of humour

## Behaviour for Learning

### South Avenue’s principles: ‘Be Ready, Be Kind and Be Safe’ (see appendix E)

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”*

### Paul Dix, Pivotal Education

The school has 3 simple rules ‘Be Ready, Be Kind and Be Safe’, which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be Ready 2. Be Kind 3. Be Safe	1. Daily meet and greet 2. Praising in public (PIP), Reminding in private (RIP) 3. Persistently catching children doing the right thing 4. Picking up on children who are failing to meet expectations 5. Lovely Lines 6. Wonderful Walking 7. Consistent language 8. TIME IN not TIME OUT	1. Stickers 2. House points 3. Certificates 4. Home contact – text or mention at the end of the day 5. Green Slips and Postcards home 6. H of Sch/SLT praise 7. Class Reward

## Focus: Relentless Routines Stepped Boundaries

*Gentle approach, use child's name, child level, eye contact, deliver message*

<p>1. REMINDER:</p>	<p>I wonder if you can tell me what just happened (noticed behaviour)          This is a REMINDER that we need to Be (Ready, Kind, Safe)          You now have the chance to make a better choice          Thank you for listening  <b>Example - 'I wonder if you can tell me what just happened.'</b></p>
<p>2. WARNING:</p>	<p>I wonder if you can tell me what just happened (noticed behaviour)          This is the second time I have spoken to you.          I imagine that you need some time to calm down, let me know when you are ready to talk .          If you choose to break the rules again you leave me no choice but to ask you work at another table /work in another classroom / go to the quiet area / sit on the thinking mat .....(Child's name),          Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you.          Think carefully. I know that you can make good choices / Thank you for listening / I am glad we had this conversation  <b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
<p>3. CALMING TIME:</p>	<p>I wonder if you can tell me what just happened (noticed behaviour)          This is the second time I have spoken to you.          I imagine that you need some time to calm down, let me know when you are ready to talk .          Indoors: You need to: 1. Wait outside the classroom/Go to quiet area          2. Go to sit with another class 3. Go to sit with a member of SLT 4. Go to HT's office.          Playground: You need to: 1. Remain with a staff member 2. Sit on the picnic bench.          I will come and speak to you in two minutes.  <b>Example - 'I wonder if you can tell me what just happened. You are breaking the school rule of being kind. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b> <b>TIME IN not TIME OUT that counts.</b>          *DO NOT describe child's behaviour to other adults in front of the child*</p>
<p>4. FOLLOW UP, REPAIR AND RESTORE</p>	<ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected? What should we do to put things right?              How can we do things differently?</li> </ol>

**\*Remember it is not the severity of the sanction; it's the certainty that this follow up will take place that is important.**

## **Sanctions: Sanctions *should***

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

### **Sanctions need to be in proportion to the action**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

### **Adult Strategies to Develop Excellent Behaviour**

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

## **Language around Behaviour**

At South Avenue Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS, at the staff member's discretion.

### **BEHAVIOUR PATHWAY (see appendix E)**

- *Reminder. Acknowledge the behaviour and remind the child of our rules.*
- *Caution. Outline the behaviour and consequence privately if possible.*
- *Warning and attention. 30 second script followed by a minute of positive attention to help them get back on track.*
- *Two minutes time-in/calming time. To discuss behaviour.*
- *Triage. Short intervention by another member of staff to help child return to class calm and ready to learn.*
- *Parking. Child sent to another class, Phase Lead or member of SLT to complete independently accessible work and/or independent mindful task.*
- *Parents phoned. Contact made to ensure communication of incidents and behaviour is clear.*
- *Parents called to collect child for suspension.*
- *Suspension.*

## **Persistent behaviours**

For some children that exhibit persistent challenging behaviours, we may invite parents in to discuss a behaviour support plan to be put into place. We understand that parents are children's first teachers and have key insights into children's behaviours. We also understand that consistency is key and that parental partnership is often crucial when addressing challenging behaviours. This plan will include an agreed set of Preventative strategies, agreed rewards and agreed consequences for behaviours. (see Appendix A)

## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

When dealing with an episode of extreme behaviour, a child may require de-escalation/safer handling if they or another person is unsafe. This will only be used as a last resort and by trained staff only Appendix B.

Trained staff are all SLT, all teachers and all HLTAs.

The school will record all serious behaviour incidents on CPOMS this includes physical interventions and screening and search pupils, confiscation of items. (see Appendix C)

Suspension will occur following extreme incidents at the discretion of the Head of School. A fixed-term suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- The child displays repeated disruptive behaviour throughout the day
- To give the school time to create a plan, which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Head of School.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss. (See Appendix F)

## **Permanent Exclusion or Out Of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Head of School may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises, which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of our school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Application**

- This behaviour policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.
- There may be occasions when adaptations may need to be applied e.g. school trips, swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.
- Below is attached the Behaviour Blue Print for referral including details on visible consistency, recognition, 30 second script, restorative questions and the stepped boundaries.

# Appendix A – BEHAVIOUR SUPPORT PLAN

## Behaviour Support Plan

Pupil name:

Class:

Date of plan:

Date of review: (6 weeks)

**Behaviour(s) of concern:**

- 

**Short term goals:**

- 1

**Long term goals:**

- 1

**Known barriers:**

- 1

- 

**Known triggers:**

- 1

- 

**Preventative strategies:**

- 1

- 

**Rewards for desired behaviour(s):**

- 1

- 2

- 3

**Consequences for undesired behaviour(s):**

- 1

- 2

- 3

**Chain of support.**

**Agreement:**

Parent name

Parent signature

Date

Staff name

Staff signature

Date

# 's Behaviour plan

Zones of Regulation	Triggers When? How?	The way I look and I feel	My tools Strategies	How can adults help me?
 <p>BLUE ZONE</p>				
 <p>GREEN ZONE</p>				
 <p>YELLOW ZONE</p>				
 <p>RED ZONE</p>				

## Appendix B

# PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. DEFINITIONS

- **'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a pupil to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is needed.
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- **'Restraint'** means to hold back physically or to bring a pupil under control.

#### THE LEGAL POSITION

##### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases, it may not be possible. Schools do not require parental consent to use force on a pupil.

#### WHEN CAN PHYSICAL FORCE BE USED

##### Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
  - who disrupts a school event, trip or visit
  - leaving the classroom where this would risk their safety or disrupt others
  - from attacking someone or restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot use force as a punishment – this is always unlawful.**

**The school will record all serious behaviour incidents on CPOMS.**

## **Appendix C**

### **Key Points Searching**

#### **SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS**

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - ➤ knives or weapons
  - ➤ alcohol
  - ➤ illegal drugs
  - ➤ stolen items
  - ➤ tobacco and cigarette papers
  - ➤ fireworks
  - ➤ pornographic images
  - ➤ any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Head and authorised staff can also search for any item banned by the school rules, which has been identified in the rules, as an item, which may be searched for.

#### **Schools' obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

#### **Who can search?**

Any teacher who works at the school, and any other person who has the authority of the Head of School.

#### **Under what circumstances?**

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present.

However, **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

### **When can I search?**

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Such items should be handed in to a senior member of staff.

### **Screening**

It is not the policy of the school to routinely screen pupils without identified cause.

*Further advice for staff can be found at this link:*

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

## Appendix D – BEHAVIOUR BLUEPRINT

### Rules

1. Be kind.

2. Be ready.

3. Be safe.

### Relentless routines

Lovely listening.

Legendary lines.

Wonderful walking.

Super silence.

Busy being brilliant.

#### Visible adult consistency

- Calm adult behaviours.
- Consistent routines throughout daily activities where possible.
- *Expected* behaviours praised first
- Daily meet, greet and check-in.
- Non emotional responses from adults when dealing with unwanted behaviour.

#### Recognition

- Recognition board in every classroom
- Brilliant behaviour & progress celebrated
- House points awarded for *above and beyond expected* behaviours.
- Star of the week celebrated
- Phone calls home for positive praise
- Green slips home for above and beyond

#### 30 second script: WIN

**W** = Wonder

**I** = Imagine

**N** = Notice

**I wonder** whether I can help you  
**I wonder** if we went for a walk I could help you  
**I wonder** if you can tell me what just happened

**I imagine** that you are feeling sad right now  
**I imagine** that having a test may be making you feel worried

**I imagine** that you need some time to calm down, let me know when you are ready to talk

**I notice** that you look scared/ sad/ frightened/ angry

#### Restorative questions

- What happened?
- What were you thinking at the time?
- How did this make others feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?
- What was unusual about today?
- Why do you think things went wrong?
- What would make it easier for us to work together?

#### Stepped boundaries

*Calm and easy on every step with plenty of take-up time.*

1. Reminder. *Acknowledge the behaviour and remind the child of our rules.*
2. Caution. *Outline the behaviour and consequence privately if possible.*
3. Warning and attention. *30 second script followed by a minute of positive attention to help them get back on track.*
4. Two minutes. *After the lesson to discuss behaviour.*
5. Triage. *Short intervention by another member of staff to help child return to class calm and ready to learn.*
6. Parking. *Child sent to a designated class to complete independently accessible work and/or independent mindful task.*
7. Picking up the tab. *Original adult to repair relationship with child using restorative approach.*



## Appendix E – Fixed Term Suspension Process

Once a student has had one 1 day FTS they are in the ladder process below. Each subsequent suspension would lead to the second offence and so on.

