

# Behaviour policy and statement of behaviour principles

## Seven Fields Primary School



**Approved by:** The Full Governing Body **Date:** 1<sup>st</sup> July 2019

**Last reviewed on:** N/A

**Next review due by:** 1<sup>st</sup> July 2021

## **Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## **Definitions**

At Seven Fields Primary School we aim to:

- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Provide an environment where all children feel safe, happy and confident and where optimum learning takes place
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally
- Ensure all adults use consistent language to follow up incidents personally

- Use restorative approaches instead of punishments

## **Purpose of Behaviour Policy**

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

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

## **Roles and responsibilities**

### **The governing board**

Trustees will:

- Understand that behaviour is a management issue. The Headteacher has day to day authority to implement the school's positive behaviour policy. Trustees, however, may give advice on particular disciplinary issues.
- Support the implementation of the policy
- Review the effectiveness of the policy

### **The headteacher**

The Headteacher will:

- Support staff in managing children with more complex or challenging behaviour
- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectation
- Encourage use of positive praise- phone calls home, texts, notes home, certificates and stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions

### **Staff**

Staff are responsible for:

- Taking time to welcome children at the start of the day
- Be at the door of room at start of each session
- Always pick up on children who are failing to meet expectation

Members of staff who manage behaviour well:

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

- Demonstrate unconditional care and compassion

**Children want teachers 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**

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principles set 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 children 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 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

**Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

**Pupils' conduct outside the school gates**

Whilst this behaviour policy refers mainly to the behaviour 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 Teacher 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 and 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

### **Rewards and sanctions**

<b>Visible Consistencies</b>	<b>Over and Above recognition</b>
<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Handing children back to parents at the end of every day</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition boards</li> <li>2. Certificates</li> <li>3. Stickers</li> <li>4. Phone call/text home</li> <li>5. Verbal praise</li> <li>6. Notes home</li> <li>7. SLT praise</li> <li>8. Class rewards</li> <li>9. Show work to other adults</li> <li>10. HT/DHT award</li> </ol>

## ‘GOING FOR GOLD’ Behaviour for Learning (B4L)

<p><b>‘GOING FOR GOLD’</b> Celebration of outstanding learning/behaviour</p>
<p><b>‘GOING FOR SILVER’</b> Celebration of good learning/behaviour</p>
<p><b>White zone:</b> All pupils have a name card. They start every lesson in the White Zone.</p> <ul style="list-style-type: none"> <li>• Every classroom will have a Behaviour Chart</li> <li>• The chart has a Gold, Silver, White, Orange and Red Zone</li> <li>• Every pupil starts the day in the White Zone</li> </ul>
<p><b>White Zone</b> <b>1st misbehaviour</b> Collective reminders are given quietly by the teacher. The pupil is encouraged to make a good choice. They remain in the White Zone.</p> <ul style="list-style-type: none"> <li>• A pre-warning is given quietly by the teacher</li> <li>• Gentle rule reminder: “at Seven Fields we..... If you continue with this behaviour, you will move to the Orange Zone”</li> </ul>
<p><b>Orange Zone</b> <b>2<sup>nd</sup> misbehaviour:</b> A verbal warning is given</p> <ul style="list-style-type: none"> <li>• The pupil’s card is moved into the Orange Zone</li> <li>• Rule reminder: “at Seven Fields we..... If you continue with this behaviour, you will move to the Red Zone and be given Time Out”</li> <li>• The pupil can work back to white if they behave well for the rest of the lesson</li> </ul>
<p><b>Red Zone</b> <b>Time Out</b> <b>3<sup>rd</sup> misbehaviour</b> The pupil is moved into ‘Learning Zone’ room until the end of that session <b>by sending a red card to On call room</b></p> <ul style="list-style-type: none"> <li>• The pupil’s card is moved into the Red Zone</li> <li>• The pupil is given time-out</li> </ul>

Please note:

- After break, lunch and end of day children will be returned to the White Zone.
- **Consequences as follows :**
- **Time out in Session 1 = miss break time**
- **Time out in Session 2 = miss lunch playtime**
- **Time out in Session 3 = detention until 4pm**

## **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**

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

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

## **Language around Behaviour**

At Seven Fields 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.

## **Team Teach – (see Team Teach policy)**

Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires.

"Team Teach Techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe."

## **Fixed Term Exclusions**

We are an inclusive school and aim, as far as possible, to avoid any form of exclusion and to keep children in school. We aim, instead, to support them with a range of strategies and interventions, working closely with our multi-agency partners.

However, in cases of severe or persistently challenging behaviour or serious breaches of the behaviour policy, the Headteachers have the option of applying a fixed term exclusion. A fixed term exclusion will only be given where lesser sanctions are deemed inappropriate.

## **Permanent Exclusion**

We acknowledge that permanent exclusion is the last resort and will only be applied where all other strategies have been tried and deemed unsuccessful.

There may be exceptional circumstances where it is appropriate to permanently exclude a pupil. These may include:

- serious threatened or actual violence against another pupil or adult
- bringing an offensive weapon onto the school premises
- supplying illegal drugs or substances on the school premises
- sexual abuse or assault

## **Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## **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. swimming pool, Science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.



(Non-negotiable behaviours)

## **Magnificent Seven**

A Seven Field's Pupil.....

Believes in themselves

Never says 'I can't'

Settles to learning quickly

Shows kindness and good manners

Listens to adults

Encourages someone else

Looks after the school



