

***Curiosity Creativity Confidence***

## Behaviour Policy

Signed by Chair of the Governing Body:	
The Governing Body agreed this policy on:	To be ratified April 2023
The Governing Body will review this policy:	Annually
Date of next review:	April 2024

**Be Responsible**

**Be Safe**

**Be Caring**

**Be Respectful**

## **Behaviour Policy Principles**

At James Watt Primary School, we aim to promote and create a happy, safe, caring, stimulating environment for our school community. We do this through encouraging self-discipline, respectful relationships and an engaging curriculum.

We know and understand that behaviours are a form of communication and usually signal that a child has become dysregulated or has an unmet need. We are committed to teaching appropriate behaviours in the same way as we approach other curriculum areas. We believe that promoting and teaching good behaviour amongst our children is the shared responsibility of all those involved in our school community, staff, parents and visitors. We do this together through being excellent role models at all times, working in partnership to provide the best opportunities for our children and demonstrate respect for each other.

## **Aims of Our Behaviour Approach**

- Encourage the best behaviour possible from all children
- Encourage all children to make the right choices and self-regulate their behaviour by respecting themselves and respecting others
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively
- By creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work
- To provide systems which promote positive behaviour and which support all members of the school community
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures

*The school's vision of curiosity, creativity and confidence is the vehicle that underpins the school ethos of ensuring that all children fulfil their full potential, to be the best that they can be.*

*In embracing our values, we promote the nurturing of strong, effective and productive relationships throughout the school community.*

## **Our Roles and Responsibility**

### **The Governing Board**

The governing board is responsible for approving and monitoring this behaviour policy's effectiveness and holding the Head teacher to account for its implementation.

## **The Head teacher and Senior Leadership Team**

The Head Teacher is responsible for implementing this behaviour policy.

The Head teacher and SLT will ensure that:

- The school environment encourages positive behaviour and that staff deal effectively with unacceptable behaviour
- They monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

## **Members of Staff and Adults in School**

Behaviour management is the shared responsibility of all the staff, indeed it is a professional duty of all staff as stated in the Teacher' Standards. Staff are responsible for:

- Delivering suitably planned and structured lessons which meet all individual needs
- Reinforcing clear expectations of behaviour
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular children when required
- Recording behaviour incidents on the school's electronic behaviour system (CPOMS) in a timely manner
- Modelling, promoting and reinforcing positive behaviour in the classroom and around the school as well as on educational visits and other offsite activities
- The senior leadership team will support staff in responding to behaviour incidents

## **Children**

Children are expected to:

- Follow the school rules and classroom expectations
- Show respect and behave in a reasonable manner towards all members of staff and each other
- To take responsibility for their own actions
- Not disturb the learning of others
- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Treat the school's buildings and property with respect
- Show respect for the opinions and beliefs of others

## **Parents/ Carers**

Parents/ Carers are expected to:

- Support the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher and or a member of the SLT
- Work in partnership with staff to ensure good behaviour from their children
- Ensure children come to school every day ready to learn

## Proactive Behaviour Management

At James Watt Primary School, we practise proactive behaviour management:

Preventing Managing Restoring	Managing	Restoring
<p>First stage of managing unacceptable behaviour is putting preventative and proactive strategies in place.</p> <p>High structure and nurturing environments.</p> <p>School rules displayed in classrooms and regularly referred to.</p> <p>Plan carefully to avoid known triggers.</p> <p>Plan very gradual transitions for children who find change challenging.</p> <p>Maintain continuity of key adults as much as possible.</p> <p>Children taught to consider the impact of their behaviour on others and themselves.</p> <p>Children reminded of positive behaviour through affective statements to give feedback at earliest opportunity.</p> <p>Children reminded through regular conversations about positive behaviour and how they can be the best versions of themselves with whole class.</p> <p>Positive behaviour recognised and celebrated in a variety of ways.</p> <p>At the end of each year, teachers have transition meetings to ensure all relevant behaviour management preventative strategies for individual children are passed onto the next class teacher.</p>	<p>When children find regulating their emotions challenging, use emotion coaching approach:</p> <ul style="list-style-type: none"> <li>➤ Notice behaviour and tune into emotions.</li> <li>➤ Connect</li> <li>➤ Listen and validate feelings</li> <li>➤ Label the child's emotions</li> <li>➤ Discuss limits on behaviour (what is and isn't OK)</li> <li>➤ Problem solve more helpful responses</li> </ul> <p>Frequent opportunities for choice making and have some control over experiences.</p> <p>Limit use of negative consequences for emotionally driven behaviour.</p> <p>Distraction techniques (change of environment, drink/eat, sensory experience).</p> <p>Engage in physically repetitive action to calm the system.</p> <p>Repeat calming statements to let child know that the adult is in control and will keep them safe.</p> <p>Reduce language used and stimulation.</p> <p>In crisis situations:</p> <p><b>Step back</b>  <b>Assess</b>  <b>Find Help</b>  <b>Evaluate</b>  <b>Respond</b></p>	<p>Solution focussed approach when child is fully calm (this may take an extended period of time).</p> <p>De-personalise discussions about behaviour (conversation about impact of behaviour rather than the child so they learn from their mistakes to have solutions for future occasions).</p> <p>Discussions are future focussed to give children a repertoire of good choices.</p> <p>Focus on strengthening the pupil's internal controls ('my behaviour is my responsibility').</p> <p>Children will be encouraged to think about how their actions affect themselves and other people.</p> <p>Ensure that any restorative consequences are delivered dispassionately and as a direct result of a decision the young person has made</p> <ul style="list-style-type: none"> <li>➤ Meaningful restoration and mediation to understand (how are you going to make things right)</li> <li>➤ Proportionate consequences that recognise impact and repair harm (to build accountability by demonstrating there are consequences).</li> <li>➤ Interventions that teach where appropriate and proportionate (agreed with Inclusion Manager).</li> <li>➤ Mediation. Reflective conversations with children around the principle of forgiveness.</li> </ul>

## **Classroom Management**

Teachers and support staff are responsible for setting the culture and context for positive behaviour within the classroom and generally around the school.

They will:

- Develop a positive relationship with children, which may include:
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally when required
- Highlighting and promoting good behaviour
- Using positive reinforcement
- Create and maintain a stimulating environment that encourages children to be engaged in their learning
- Display classroom rules agreed by the class that reflect the school's culture

## **Learning Behaviours**

***James Watt Primary School principles:***

***Be Responsible,***

***Be Safe,***

***Be Caring***

***Be Respectful***

***A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom*** (Ellis and Todd, 2018).

As well as ensuring low-level disruption does not distract from learning, staff will, over time, support children to develop positive learning behaviours to support children in the following areas. Staff shall be supported through regular CPD and monitoring development cycles to ensure children are supported to develop in the following areas:

### **Emotional:**

- Children can name emotions and expresses them with increasingly accurate vocabulary
- Children can manage impulses of personal behaviour
- Children show pride in successes

### **Social:**

- Children focus on learning in class and can articulate this
- Children are attentive to directions, listening to the teacher
- Children show empathy and appreciate diversity

### **Cognitive:**

- Children can organise time and space for their own learning
- Children can set goals and monitor their own progress
- Children can talk purposefully with peers, valuing other opinions

## Rewards and sanctions

We want to support all children to develop positive behaviour and conduct. We will achieve this primarily through promoting positive choices with rewards. Sanctions should only be used appropriately and proportionally where rewards have not supported a change in behaviour. The aim of any sanction is to support the child to behave appropriately. Following sanctions, it is then communicated to children that the incident has been closed and they have an opportunity for a fresh start.

### Promoting positive behaviour

#### **Class Dojo**

Class Dojo is an online website that teachers use to reward children 'dojo points'. Children can receive dojo points for the following reasons.



## **ClassDojo**

- Being a curious, creative or confident member of our school
- Following our school non-negotiable rules and behaviours

We also reward children with other positive experiences such as; Tea with the head teacher, Wow days, James Watt Wallet and rewards for 100% attendance.

<b>Our Rules</b>	<b>Visible Consistencies</b>	<b>Over and Above Recognition</b>
<b>Be Responsible</b> <b>Be Safe</b> <b>Be caring</b> <b>Be Respectful</b>	Daily meet and greet with children and parents Persistently catching children doing the right thing Picking up on children who are failing to meet expectations Accompanying children at key transition time e.g. to the playground at the end of every day Praising in public (PIP), Reminding (Helpful Hint) in private (RIP) Consistent use of language	Certificates Stickers Verbal praise Notes home SLT praise Class Rewards Show work to another adults Head Teacher's Awards and Rewards

## Stepped Boundaries (Traffic Lights)

<p><b>GOOD TO BE GREEN</b></p> <p>(Helpful Hint)</p>	<p>Everyone starts the day off in <b>green</b> (a fresh start). Children can also go back into green in the afternoon if an incident happened in the morning.</p>
<p><b>AMBER WARNING</b></p> <p>(Low Level behaviours)</p>	<p style="text-align: center;"><b>Child moved to the <b>amber</b> traffic light symbol.</b></p> <p>Following a helpful hint, children will be given a warning if the behaviour or poor choices continue.</p> <p>Amber warnings will be recorded on CPOMS and teachers may decide to discuss this with the parent/carer, if this is not the first time that this behaviour has been recorded.</p> <p>If a child has moved into <b>amber</b> and had their consequence, they can move back into <b>green</b>.</p>
<p><b>RED WARNING</b></p> <p><b>Time Out</b></p> <p>(Persistent or higher level behaviours)</p>	<p style="text-align: center;"><b>Child moved to the <b>red</b> traffic light symbol.</b></p> <p>When a child is moved into <b>red</b> this needs to be logged onto CPOMS. It is essential that staff are aware of persistent behaviours, as children may need further support. Teachers will then need to action this by speaking to parents at the end of the day (if a child walks home teachers are to phone the parents).</p> <p>If a child has moved into red in the morning and had their consequence, they can move back into <b>green</b> in the afternoon, but staff will still need to log the morning incident and notify parents.</p>
<p><b>Timely Follow Up</b></p> <p>(Repair and Restore)</p>	<ul style="list-style-type: none"> <li>➤ What happened? (Neutral, dispassionate language)</li> <li>➤ What were you feeling at the time?</li> <li>➤ How have you felt since?</li> <li>➤ How did this make other children feel?</li> <li>➤ Who has been affected by what happen?</li> <li>➤ What should we do to put things right?</li> <li>➤ How can we do things differently?</li> <li>➤ We should remember it is not the severity of the sanction; it is the certainty that xxxxxx</li> <li>➤ this follow up will take place and that is important.</li> </ul>

### Adult Strategies to Develop Excellent Behaviour

**IDENTIFY** the behaviour we expect

Explicitly **TEACH** behaviour

**MODEL** the behaviour we expect

**PRACTISE** behaviour

**NOTICE** excellent behaviour

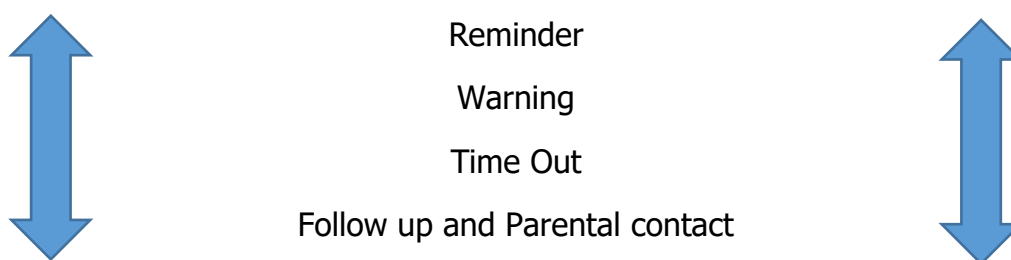
**CREATE** conditions for excellent behaviour

## **Language and Behaviour**

At James Watt 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
- 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 staff member taking the class/ group
- All amber and red Incidents are logged on CPOMS

## **Behaviour Pathway**



## **Reporting Incidents**

All incidents and actions are reported on cpoms. This is analysed regularly to ensure trends are identified and support can be given as required.

All incidents of a racist, homophobic, gender discrimination, harmful sexual behavior nature (including sexual name calling) are treated seriously and are dealt with according to the age, understanding and context of the incident. Parents are notified when these incidents occur.

## **Child on Child Abuse including Sexual Violence and Sexual Harassment**

Staff have regular training and ongoing CPD discussions. In light of the testimonies from 'Everyone Invited', Ofsted's 'Review of Sexual Abuse in Schools and Colleges' in June 2021 and the DfE document 'Sexual violence and sexual harassment between children' (September 2021), staff challenge and address inappropriate behaviour. Comments which seek to normalise these behaviours are not tolerated.

## **Suspensions and Exclusions**

Unacceptable behaviour, violent, bullying, racist or harmful sexual behaviour can lead to fixed term suspensions or permanent exclusions. Persistent behaviours may ultimately result in a permanent exclusion. This is only used as a last resort where the safety or effective working of children and adults is compromised.

Where a child has had a fixed term suspension, appropriate support will be put into place. This will be explained at the reintegration meeting with parent and child. The reintegration plan will be reviewed at 4 week intervals with parent, child and adults/agencies involved in the child's provision.



## **Use of Reasonable Force (Also see Positive Handling Policy)**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in 'Use of Reasonable Force - guidance for school leaders, staff and governing bodies'.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **Power to Search**

Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (prohibited items'). The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'.

Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item. More detailed advice on confiscation is provided in 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies (January 2018)':

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## **Childrens' Conduct Outside the School Gates**

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate children' behaviour in these circumstances "to such extent as is reasonable." Where necessary the sanctions outlined in this policy will be applied for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Bullying - See Anti Bullying Policy.

Racist Incidents - See Racist Incidents Policy

Sexual Violence & Harassment Between Children - See Child Protection and Safeguarding Policy