

Churchfield C.E. Primary Academy



Behaviour Policy

Mr G. Lloyd _____ Head of School

Miss K. Taylor _____ Chair of LAC

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Walking together in the light of the Lord, we aim to create a supportive and safe environment where we encourage each other to be the best we can be. At Churchfield we learn to take pride in our successes and aspire to make a positive difference for ourselves, the local community, and the wider world.

Principles

Churchfield C.E. Primary Academy 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 the rules / principles of being: 'Respectful, Ready, and Safe.'

At Churchfield C.E. Primary Academy we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- 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 promote positive behaviour and
- Use restorative approaches instead of punishments

Purpose of the 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 behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Ready, Respectful and Safe'
- Ensure that communal areas are covered at the start and end of all breaks
- Be aware of those children who have a behaviour passport and the strategies required

The Executive Principal, Head of School and The Senior Leadership Team must:

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

Behaviour for Learning

Churchfield C.E. Primary Academy principles: 'Ready, Respectful and Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. The school has 3 simple rules 'Ready, Respectful and 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 (Behaviour Passports) which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Ready 2. Respectful 3. Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the doors at the end of every day 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. Recognition boards 2. Certificates 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes home 7. SLT praise 8. Class Rewards including Dojos 9. Show work to another adult 10. Recommendation to Principal

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our academy rule of being safe. Please walk. Thank you for listening.'
2. WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner'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'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the academy 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.'

3. TIME OUT	<p>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'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the academy 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.'</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member / me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the academy rule of being respectful. 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.' *DO NOT describe child's behaviour to other adult in front of the child*</p>
<p>Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

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 the behaviour, 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 expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

BEHAVIOUR PATHWAY (See Behaviour Pathway Appendix C)

Reminder

Warning

Time Out

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up / Reparative Conversation then follow the guidelines below:

Sent to SLT / AP / HoS

Parents phoned

Parents called to school

Seclusion or internal exclusion

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As an academy 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.

These children may have bespoke '**Positive Handling Plans**'.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort and wherever possible will only be carried out by authorised staff. Appendix A.

Authorised staff are:

Mr. Dobson (Executive Principal)

Mr. Lloyd (Head of School)

Miss Adamson (Assistant Principal)

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (Staffordshire Health and Safety portal and CPOMS).

Exclusions will occur following extreme incidents at the discretion of the Executive Principal. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the academy time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

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.

Physical Attacks on Adults

At Churchfield C.E. Primary Academy, we take incidents of violence toward staff very seriously. Staff can use 'reasonable measures' to protect themselves and should call for support if needed.

Wherever possible, only staff who have been trained in physical restraint should restrain a child where the child is posing a risk to the safety of staff.

All staff should report incidents directly to the Principal or Vice Principal and they should be recorded on CPOMS and in the Staffordshire Health and Safety Portal. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. The child MUST NOT return to the classroom setting during that day.

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 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. Wherever possible these arrangements will be made through the SEN and Inclusion Hub. Only the Executive Principal can make the decision to exclude a child either permanently or for a fixed term.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the academy needs an awareness beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- or if the behaviour falls within e-safety curriculum. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Off-site Behaviour (Academy Activities) 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.

Application

This Behaviour Policy is for all of our academy 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.

Appendix A - 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 student 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

2. The Legal Position

Who can use reasonable force?

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

3. 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

Restrain a pupil at risk of harming themselves through physical outbursts

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

The academy will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form).

Appendix B – Behaviour Path

Churchfield C.E. Primary Academy: Behaviour Path

Exemplary behaviour during the week
 Consistent improvement in behaviour
 Going beyond the expected



Good conduct award in Friday celebration assembly
 Above and Beyond Award

Behaviour displays the school Christian values and Ready Respectful and Safe



Class Dojo
 Class Recognition Boards

Behaving as expected - keeping the class rules



Praise the positives
 Whole class reward systems

Step 1: Reminder - Ready Respectful Safe



Low-level disruption - talking, calling out

Step 2: Caution



Continuing low-level disruption
 Disruptive behaviour - stopping others from learning

Step 3: Last Chance



Continuing disruptive behaviour
 Persistent disruptive behaviour
 Refusal to follow instructions

Step 4: Internal Referral



Violence towards children
 Swearing
 Escalation of disruptive behaviour
 Behaviour which endangers safety

Step 5: External Referral



Excessive violence
 Violence towards staff
 Threatening behaviour

<u>Step</u>	<u>Cause</u>	<u>Example</u>
<p>Step 1: Reminder A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p>	<p>Low-level disruption</p>	<p>Calling out, taking, chatting, fidgeting, not listening, making noises, talking too loudly, being off-task, aimlessly wandering</p>
<p>Step 2: Caution A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p>	<p>Continuing low-level disruption Disruptive behaviour – stopping others from learning</p>	<p>After intervention, continuing behaviours from above</p>
<p>Step 3: Last Chance Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.</p>	<p>Continuing disruptive behaviour Persistent disruptive behaviour Refusal to follow instructions</p>	<p>After intervention, continuing behaviours from above Hurtful name-calling, failing to do as asked, moving around the school or class inappropriately, being deliberately obstructive, inappropriate use of school equipment, banging on tables, making inappropriate noises</p>
<p>Step 4: Internal referral At this point the learner will be referred internally, with work, to another room in the department for the remainder of the lesson as determined by the department timetable. A short restorative conversation should take place as soon as possible afterwards. Intent and severity of action is to be considered at this step.</p>	<p>Violence towards children Swearing Escalation of disruptive behaviour Behaviour which endangers safety</p>	<p>Punching, pushing, hitting, kicking, spitting, biting, verbal aggression, screaming/shouting Throwing objects such as furniture, sticks and equipment Graffiti and vandalism of school or others' equipment Racist, homophobic or other discriminatory remarks Behaviour that puts themselves, other children or adults in danger – climbing, jumping, absconding</p>
<p>Step 5: External referral This only applies if either: a. The learner refuses to engage with an internal referral or</p>	<p>Excessive violence Violence (deliberate) towards staff Threatening behaviour</p>	<p>Punching, pushing, hitting, kicking, spitting, biting, verbal aggression, screaming/shouting</p>

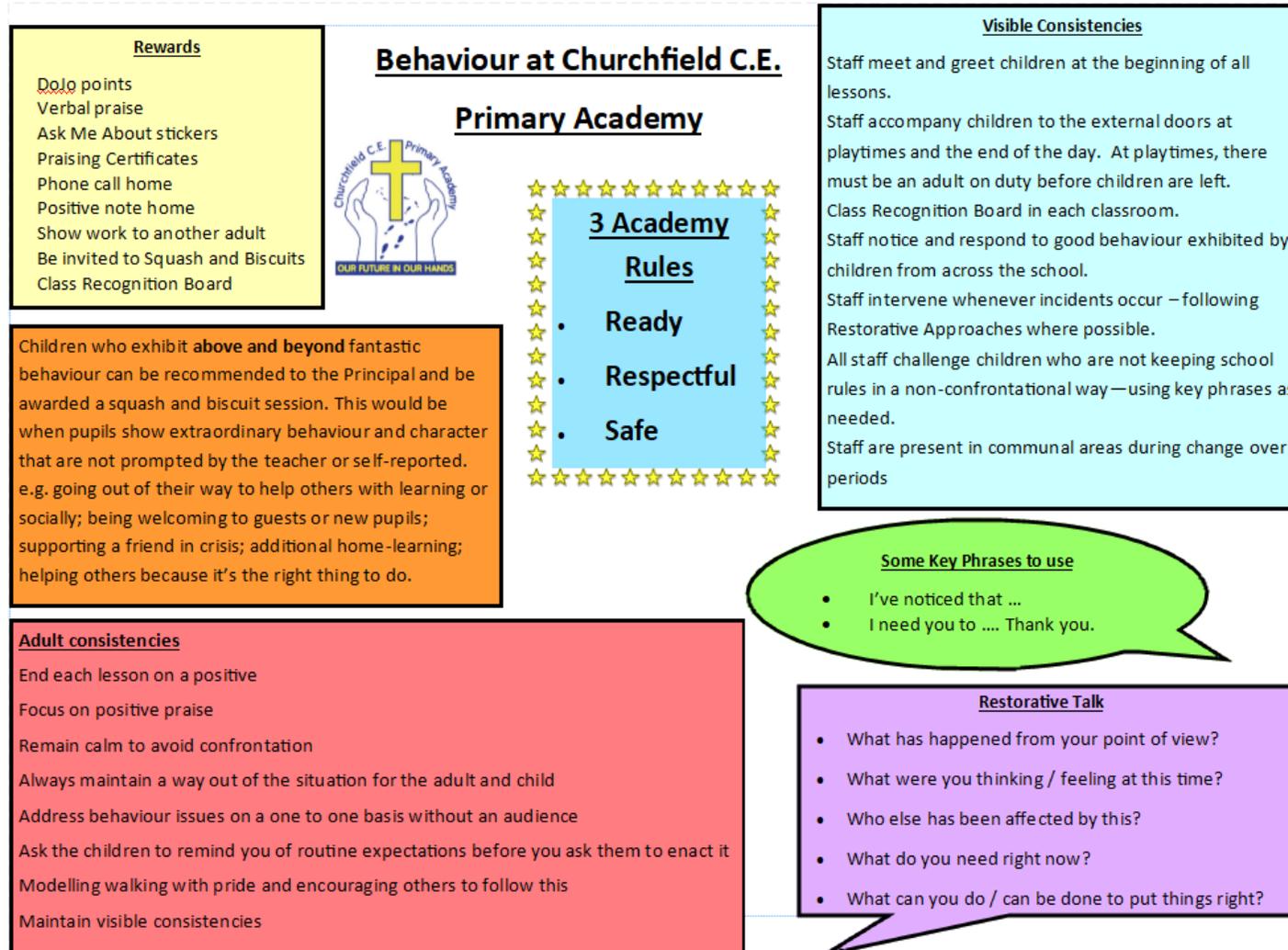
b. A serious breach is committed by a learner that may result in a fixed-term exclusion.

The teacher should provide work. A senior member of staff will be present when feeding back to parents/ carers. Safeguarding is considered as the academy remains responsible for the safeguarding of any excluded child.

Throwing objects such as furniture, sticks and equipment
Graffiti and vandalism of school or others' equipment
Racist, homophobic or other discriminatory remarks

Behaviour that puts themselves, other children or adults in danger – climbing, jumping, absconding, use of 'weapons'

Appendix C – Behaviour Blueprint



Appendix D – Behaviour Categories used in CPOMS

Category	Information
Bullying	Persistent or use this to log alleged bullying incidents but specify whether found to be or not
Damage to equipment / property	Please detail where and how Snapping ruler, breaking pencil as well as more serious punching lockers
Defiance / answering back	Includes refusal to follow instructions or to complete learning
Disruptive	Has an impact on others including furniture throwing, running round the room, running from classroom without permission
E-safety	This includes reports from out of school as well as in school, mobiles also included
Homophobia	Includes name calling which could be interpreted as homophobic
Lying	Whether proven or not
Name calling	Unless the language is homophobic, racist or sexualised. This may include name calling that has caused distressed because of context rather than the true meaning
Physical violence	Towards other children and adults. Please remember to log on Staffordshire Health and Safety portal if against an adult.
Racism	If perceived as racist by the victim or the teacher includes name calling of a racist nature. Racism isn't just colour based. It can relate to ethnic origins.
Spitting	Please record where as well as what led to the situation
Swearing	Where not homophobic, racist or sexist. Please ensure that the word / words are recorded. If of a sexual nature this is a concern not behaviour
Theft	Details of actions taken follow up need to be included
Threatening behaviour	Not racist, sexualised or homophobic. Includes verbal or physical intimidation. Please include where one child has 'encouraged' another to carry out inappropriate behaviour or violence.