



Behaviour Policy - Aslacton and Manor Field

Reviewed By	SNF GOVERNORS
Meeting at which policy was approved	28 SEPTEMBER 2022
Next Review Date	SEPTEMBER 2023
Signed by Chair of Governors	<i>[Signature]</i>

Rationale

Our approach to managing pupils' behaviour is firmly rooted in a positive ethos. Praise, encouragement and reward, linked to high quality teaching and learning, makes school an interesting, exciting and safe place in which to learn.

The school aims to provide an environment which feels safe and is free from bullying and intimidation for children, staff and visitors, where all people, living things and property are treated with respect and care. The intention of this policy is to ensure that the school's expectations on behaviour, rewards and sanctions are clearly and easily understood by all. This will help to ensure consistency and fairness in the implementation of the system by staff and be easily explained to children, parents and governors. Staff are involved in formulating this policy and will receive annual training on how to implement it and any updates. New/visiting staff will receive this training as part of their induction.

Our Behaviour policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.

Expectations

At our schools we have six learning behaviours underpinning our practice.

These are –

We are **respectful** – we treat each other with kindness and listen when others are speaking, we respect the views of others, even if they are different from our own. We look after our school and our environment.

We are **responsible** - we understand our choices and actions have consequences.

We are **ready** to learn – we have the equipment we need and we show good learning behaviours.

We are **reflective** – we think about what we are doing and make changes where we need to.

We are **resilient** – we keep on going, even when there is a challenge.

We are **resourceful** – we use all the skills we have been taught to help ourselves and each other.

Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum. Although we have high expectations of every child we will make reasonable adjustments for individual children. These learning behaviours are designed to be easy to understand for all children, parents and stakeholders, behaviour is the responsibility of everyone. A copy of our learning behaviours and support strategies will be displayed in every classroom and at prominent points around the school.

Recognition

We recognise acceptable behaviour in the following ways:

- with smiles
- with words
- with reward points
- with stickers
- with headteacher awards in collective worship

We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)

Consequences

Staff will use de-escalation, thrive principles, therapeutic approaches and Norfolk STEPs as a restorative approach to poor behaviour choices.

This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the behaviour. The second step is to provide an action that recalls children to the 6 learning behaviours, reinstates the limits, and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Low-level disruptive behaviour

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.
2. Repeat the instruction to the pupil, allowing time for the child to process what has been said.
3. Ensure they understand the consequence of not following the instruction. Allow them time to reflect and self-regulate.
4. Parents will be contacted if a child's poor choices persist, and work may be sent home to make up.

In cases where children are able to quickly identify they have made poor choices in their behaviour and make reparations there is no requirement to log incidents. Parents may still need to be informed.

If low level behaviour persists then...

1. Parents will be contacted if class teachers are concerned with the behaviour of a particular pupil. Strategies such as a regular meeting, home-school contact, reward chart may be required.
2. For pupils causing concern as a result of persistent poor choices then a meeting for parents will be arranged with a member of senior school staff.

More severe behaviour incidents

A serious behaviour incident may be defined as:

- Serious physical aggression to staff or pupils.
- Persistent verbal abuse including swearing.
- Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.
- Serious willful damage to property.

- Bullying including online bullying.
 - Absconding
 - Persistent disruption in class
 - Racist or prejudicial language or behaviours
 - Stealing
1. A member of SMT will be verbally informed of the incident immediately, either in person or by telephone.
 2. They will attempt to de-escalate the situation.
 3. They will talk to all parties involved.
 4. They will make a decision as to whether a suspension or exclusion needs to take place or whether a restorative approach is more appropriate.
 5. All staff involved will record on CPOMs as soon as is practical.
 6. Parents will be contacted by the senior member of staff.
 7. If necessary, suspension/exclusion paperwork will be completed and shared with parents and the LA.
 8. DSLs will review whether an IRM or other strategy or intervention needs to be put in place
 9. If necessary a re-integration meeting will be arranged between the parents and senior member of staff. This will be documented and copied shared with parents.

For children with SEND needs we will refer to the NCC inclusion team when all reasonable adjustments have been made and seek support from other external professionals where appropriate. Recognition will be needed to establish when a behaviour is or is not linked to a child's SEND need.

In situations where children are endangering themselves or others staff may use physical intervention techniques as set out by Norfolk Steps. Staff have a legal power to use force and

lawful use of the power will provide a defence to any related criminal prosecution or other legal action. *Use of Reasonable Force DfE circular 03/12*

All behaviour incidents will be recorded on CPOMs using the appropriate categories, recording what happened, the consequences and follow-up taken. Parents must be informed of persistent low-level disruption or one incidence of a more severe behaviour incident. Parents can be informed in person, by telephone or email as appropriate to the situation. Where possible and appropriate in cases of joint parental custody both parents will be informed.

We want parents to work in partnership with the school and recognise that ultimately the behaviour of their child is their responsibility.

Appendices that should be read with this policy:

Appendix 1 – Handling Policy

Appendix 2 – 6Rs Learning Behaviours

Appendix 3 – How to record on CPOMs

Appendix 4 – Behaviour Expectations Quick Guide

Appendix 5 – School Rules

