

Baynards Primary School



Behaviour Policy

Be the best you can!

Staff consulted: February 2023
Ratified by the Governing Body: February 2023
Review Date: February 2024

The purpose of this policy is to support pro-social behaviour amongst the pupils using a Trauma Perceptive Practice Approach throughout the school, so that all children can effectively learn, be safe, feel respected and develop self-discipline. This will prepare children for later life.

At Baynards we use a consistent, clear and fair approach, focusing on setting high expectations for behaviour and learning attitudes. Children are given opportunities to reflect on their behaviour and are supported to respond with a restorative approach enabling them to be 'The best they can'.

We understand that challenging behaviour is a form of communication, often born from a reaction to Adverse Childhood Experiences suffered by the child. As a team, we work hard to identify what is underpinning the behaviour being displayed. A reflective approach is key. For some children, this will require an individualised approach which will be in the form of a Risk Reduction Plan, tailored specifically for the needs of the pupil.

We have three core rules that underpin our whole school approach and ethos:

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

We use a Traffic Light System to enable children to easily understand and visualise how their behaviours and attitudes have been at school.

Green – The child is following the 3 core rules: Always Ready, Always Respectful, Always Safe

Amber – Needs a bit of support to get back on track. Time to stop and reflect with adult guidance; Am I Ready? Am I Respectful? Am I Safe?

Red – STOP! The behaviour is Not Ready, Not Respectful or Not Safe.

What positive behaviour looks like:

- Children are focused on their learning without interruption.
- The curriculum is delivered effectively, and all children are engaged.
- Transitions are smooth and routines are established.
- Children use strategies to co-regulate and then self-regulate their emotions and behaviours.
- Strong relationships are developed.

Working together:

At Baynards, we understand that consistency is key and work collaboratively with children and families to develop a joined-up approach.

Senior Leaders will:

Have a visible presence around the school and welcome the children and families to school. This enables the school to build positive relationships with families. The Senior Leaders will model the expected positive behaviours.

Staff team will:

Follow and implement the policy with consistency. They will use a Trauma Perceptive Practice approach when working with children and be aware that all behaviours displayed are a form of communication. Staff will report all incidents of challenging behaviour to the Headteacher or Deputy Headteacher.

Pupils will:

Learn and understand the school rules so they are confident with expectations and what this looks like. They will follow the school rules and expectations, complete work as set and display a positive attitude towards their learning. They will understand it is their responsibility to make the 'right choice' and that staff members are there to help and support with this.

Families will:

Work collaboratively with the school to support their children's attitudes, behaviour, and approach to learning. This enables children to have a consistent message around behaviour and expectations. They will report to a member of staff if they have concerns about their child's behaviour or the behaviour of others. Report concerns of bullying or child on child abuse.

Governors will:

Read, understand and support the implementation of the Behaviour Policy.

External Agencies:

In some situations, additional support may be required from experts including but not limited to; Child/Adolescent Mental Health Service (formerly Emotional Wellbeing and Mental Health Service), Child First Trust, Behaviour Support Services or Essex Education Access Team.

Curriculum:

Children will be taught what positive behaviour looks like, including strategies to use when they are not effectively managing their emotions and behaviour.

Key areas of the curriculum which promote the development of pro-social behaviour include Personal Social Health and Economic education (PSHE), Relationships and Sex Education (RSE) and Online Safety. Children are also offered opportunities to reflect on the core rules during daily assembly sessions.

Positive behaviour is promoted when:

- A clear and consistent approach is used by all adults.
- Behaviour is modelled and supported by adults so that children are clear about what positive learning and attitudes to behaviour looks like.
- Strong relationships are developed.

- Children's contributions are valued.
- Positive behaviour is celebrated.
- Clear expectations are set in place for everyone to follow.
- Effective 'learning to learn' skills are identified.

Rewards to show recognition of positive behaviour include:

- Praise linked directly to the positive behaviour.
- Individual or whole class rewards in recognition of positive behaviour and learning attitudes including Golden Certificates, stickers, public praise in assemblies and weekly newsletter to parents for exceptional achievements.
- Weekly reward session for all children who are 'Green all week'.
- Half termly celebration afternoons in classes

Consequences:

There may be times when children find it difficult to exhibit appropriate behaviours. When this happens, children are provided with support to co or self-regulate their behaviour using a Trauma Perceptive Practice Approach. Children are encouraged to reflect on their actions and consider alternative strategies moving forward. An emphasis is placed on a collection of evidence around the alleged incidents, using a 'non-judgemental' approach.

Occasionally it may be necessary for a sanction to be put in place because of the behaviour displayed. Sanctions used will be proportionate and reasonable responses to the behaviour, that may vary according to the age of the pupil and any other special circumstances that affect the child.

Traffic Light cards

These are displayed in every classroom and each child starts the day 'green'. (Exceptions to this might be where an incident has not been fully investigated, where the incident happened at the end of the day, or when following the completion of investigations into what happened there may need to be further action.)

When a sanction has been implemented, this will be reflected in a change of colour card in the traffic light display. This is a visual reminder for the child that the behaviours displayed have not been Ready, Respectful or Safe. The Traffic Light Cards will be reviewed at the end of every school day and parents/carers will be kept informed. Colour change incidents will be monitored by the Headteacher and Deputy Headteacher.

When a sanction has been necessary, the child will also be supported to reflect on what went wrong, make good the situation and identify ways to reduce or prevent further incidents. This should happen as soon as possible following the incident.

Incidents which occur outside of school.

Where we receive incidents of concerning behaviour outside of school when a pupil 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
- Adversely affecting the reputation of the school

We will use a 'non-judgemental' approach and gather evidence around the incident. This will then be followed up accordingly and may result in consequences being applied if appropriate. Parents/carers will be kept informed during the process.

Incidents of inappropriate behaviour and bullying Online.

Where we receive incidents of concerning behaviour online (e.g., social media, gaming, messaging) we will use a 'non-judgemental' approach and gather evidence around the incident. This will then be followed up accordingly and may result in sanctions being applied if appropriate. Parents/carers will be kept informed during the process.

Suspensions and Exclusions:

In extreme circumstances it may be necessary to implement further consequences. The school will work with the pupil and the parents to avoid suspensions or exclusions wherever possible. However, if the pupil continues to breach the school rules and the health, safety and welfare of both the pupils and/or staff team and the property of the school is jeopardized, the following sanctions may be carried out.

- Internal exclusion/removal from class
- Fixed Term Suspension
- Permanent Exclusion

Each of these sanctions will be recorded internally so that data can be analysed for effectiveness. The wider context of the pupil and any underlying factors will be considered as part of the decision-making process. Fixed term suspensions and Permanent Exclusions will be reported by the Head Teacher to the Local Authority. If a pupil has an allocated social worker, they will also be notified. If a pupil is looked-after, then the Virtual School will be notified.

Internal exclusion

If an internal exclusion/removal from class is implemented due to a pupil displaying serious behaviour, the reason behind this will be made clear to the pupil, all staff involved, and the child's parents will be informed. The length of time for removal will be proportionate to the behaviour concern. This might be for; one lesson, one morning or one afternoon or longer in extreme circumstances. The removal location will be an area within the school where the pupil can learn, refocus and be supervised by a member of staff.

Fixed term suspension

Where a fixed term suspension has been implemented, reintegration meetings will be held prior to a pupil's return to school. Support will be put into place for the pupil re-entering class. Expectations for behaviour will be made clear, and barriers to a successful return clarified, assurances gained, and strategies for avoiding reoccurrence arranged. Following the completion of a fixed term suspension, a permanent exclusion may then be implemented if the evidence gathered deems this reasonable and proportionate.

Permanent Exclusion

Serious breaches of behaviour, either for a significant one-off incident, or for several incidents over time, may necessitate a permanent exclusion. An example would be a series of serious assaults upon other children leading to significant injuries. In some circumstances, a referral may be made to a Pupil Support Unit as a final preventative measure to support pupils at risk of permanent exclusion.

Informing parents

Parents will be telephoned immediately to inform them of the suspension or exclusion and a letter will follow indicating

- Why the suspension/exclusion has been decided
- The length of the fixed term suspension
- The right to make a representation to the Governing Body
- Parents right to attend the Discipline Committee in the case of a permanent exclusion
- Who parents contact to state their case
- The opportunity to see the child's records
- Contact number of the Local Education Authority and the Advisory Centre for Education

Concerns of Bullying:

Bullying is the ongoing and targeted behaviour of one or more people which is intended to impact negatively upon another. Bullying behaviour is unacceptable, and staff at Baynards School work collaboratively with families to address reported concerns. Baynards School works to support both the person/people who are subjected to the bullying behaviour and the person/people who are displaying the bullying behaviours. The aim is for the pupil to reflect on the behaviour, understand the impact and effect of that behaviour and for the behaviour's exhibited to stop.

- The Headteacher, Deputy Headteacher and SENCO will constantly form a judgement on the quality of behaviour in the school.
- External perspectives will be welcomed upon the standard of pupil behaviour, including that of the Local Authority and OFSTED.
- Exclusions of any kind will be formally recorded.
- Patterns of behaviour will be recorded for specific children, e.g., by the SENCO as part of a One Plan or Risk Reduction Plan.
- The class teacher may use a home-school contact book to keep families informed of behaviour concerns.
- Classroom behaviour charts identify any pupils on amber or red who require additional support for their behaviour.

The use of Physical Intervention

In extreme situations when a pupil's behaviour could cause injury to themselves or others, put them in danger of committing an offence or cause damage to property, members of staff have the power to use reasonable force to prevent this from happening. It may be necessary to facilitate the use of the 'Step – On' approach for de-escalation and conflict resolution. Colleagues are trained in the principles of:

- The importance of a whole school culture.
- Pro-social language and body language.
- Physical guidance, stopping short of physical intervention.

Parents will be informed if physical intervention has been necessary, and this will be recorded

Pupils with Special Educational Needs and/or disabilities

At Baynards School we understand that there may be occasions where provision and support will need to be personalised in order to enable all pupils can access the whole school approach to behaviour as set out within this policy. This enables pupils to feel part of the school community and enables high expectations to be maintained for all pupils. Behaviour exhibited by pupils will be considered in relation to their SEND needs, although it is also acknowledged that not all incidents will necessarily be connected to that pupil's SEND need. Where a pupil has an Education, Health and Care Plan in place, the provisions as set out in that plan linked to supporting behaviour will be followed.

Safeguarding and behaviour

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child on child abuse, anxiety, bullying, violence and distress. It can cause some pupils to stay away from school, missing on vital learning time. Baynards School acknowledges its legal duty under the Equality Act (2010) and Keeping Children Safe in Education (September 2022), towards safeguarding pupils linked to behaviour displayed in school. This includes managing any incidents of inappropriate behaviour, particularly those regarding child-on-child abuse or acts of prejudice. This includes but is not limited to; SEND, gender identity, race, religious beliefs, poor mental health, poor physical health, disadvantage.