



**Blue Sky Federation**  
**Erpingham VC Primary School & Northrepps Primary School**

**Behaviour Policy**

<b>Formally adopted by the Governing Body of Blue Sky Federation</b>	
<b>On</b>	22 <sup>nd</sup> September 2021
<b>Chair of Governors</b>	<i>Sam Lee</i>
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At Blue Sky Federation our vision is for our children to grow into loving and confident individuals who have a curiosity for learning and achieve their fullest potential. We want our children to be invested in their learning, not just engaged, and for this to lead, over time, to them being intrinsically motivated to learn. We believe that consistent boundaries, an exciting curriculum and high expectations lead to a safe and settled learning environment for every child.

We have developed our behaviour policy in light of our vision and ethos and believe that it will empower every member of staff across the federation to implement our strategies consistently so that all children strive to achieve our high expectations and reach their fullest potential.

Our core values of love, friendship, courage and respect underpin this policy and strategies. And, at Erpingham, we link this to our memory verse – *Let us love one another, for love comes from God* – 1 John, Chapter 4, Verse 7.

**Hi-five**

Across our federation, we use the *Hi-five* image and language to give children clear and simple reminders of our expectations. The *Hi-five* represents the five key things we need to see to know that our children are listening and ready to learn.

Eyes – looking at adult  
Ears – listening to adult  
Mouths – no noise  
Hands – kept still  
Bodies – Sit/stand up straight in own space

Children will be specifically taught our *Hi-five* symbol e.g. in PSHE sessions, class circle times and Collective Worship. They will learn that, when an adult says '*Hi-five*' or shows the *Hi-five* sign, we expect to see them showing the above learning behaviours.

Adults will use the language of 100% to ensure all children show these behaviours. For example, 'I can see most children are showing me *Hi-five*, I need 3 more for 100%, 2 more, 1 more. Great we have 100% ready to learn.'

Using this language of 100%, removes the spotlight which can be placed on children when we use their names. We believe that using children's names when linked to negative behaviours can lead to children 'becoming' that behaviour – this can lead to adults and children expecting them to behave in this way and lowers the child's self-esteem which in turn can lead to a circle of negative behaviour.

### **Using the Hi-five**

When an adult needs to gain the attention of a group of children, they will show the hi-five on their hand and say '*Hi-five*' or '*Show me your hi-five*'. They may then count from 1 to 5 as children settle or use the language of 100% to encourage all children to listen. This way of gaining attention will be used consistently by all staff across the federation and no other strategies will be used. This consistency is vital to ensure that all children understand the expectations and to empower all members of staff in gaining the children's attention, regardless of their position within the schools.

It is vital that all adults wait until there is 100% engagement before continuing with what they need to say or explain. We believe that low-level behaviour shouldn't be tolerated in school and that children should show respect to the person who is speaking. If some children don't follow the *Hi-five* then a 100% reminder can be given or, consequences as outlined below.

### **Rewards in class**

As mentioned above, we wish to develop intrinsic motivation in our children. This means that they will want to engage in their learning because it is exciting and creative and because they know that they will gain more from their time in school by listening and joining in.

Because of this, we do not use reward systems in school such as house points, dojo points or stickers. This will be the same in all classes across the federation in lessons and at breaktime.

The children will, however, be able to work towards class targets and gain a shared reward. For example, a class may earn marbles for working as a team or when someone shows great perseverance. These marbles will go towards earning a reward as decided by the class e.g. choosing time, time to work on a child-led project or extra play. We believe that these rewards create a sense of community within the class and help children to celebrate others' achievements.

### **Whole school recognition**

We believe that it is important for children's achievements in all areas of school life to be celebrated. This helps to build the self-esteem of our children and also reinforces the behaviours and effort which we expect to see.

We celebrate achievements at a whole school level through our weekly celebration assemblies. These are an opportunity for the children to share their learning with the whole school and for teachers to highlight learning behaviours such as perseverance and focus as well as academic achievement. As part of these assemblies we will also give *Hi-five awards*. These provide a more formal recognition of children's successes and the children receiving these awards will be celebrated in our weekly newsletter.

## **Our House System**

We have a pastoral house system in each school which help to create a sense of community and team work. Each child and member of staff are allocated to a house when they join us. Each fortnight we hold house worship where the children work on projects together which benefit our school, our community or a wider charity. These assemblies help the children to understand the wider world around them and the part they play in ensuring our schools are a positive place to be for everyone.

## **What happens when things don't go to plan?**

At all of the levels outlined below, staff are expected to reflect on their planning, activities, emotions etc. and how these might have influenced the child's behaviours. We expect staff to learn from these incidents and adjust their practice accordingly. Senior leaders will always be available to support staff in this and to provide further training where appropriate.

### **Low-level behaviour – Level 1**

We expect 100% of children to join in with every *Hi-five* and to show good learning behaviours at all times. We don't tolerate low-level negative behaviours.

- If a child doesn't join in with a *Hi-five*, we will give a warning... 'I need to see your hi-five'.
- If the behaviour continues then we will say 'this behaviour is not ok, I need you to listen or you will owe time' (this will be adapted depending on the behaviour e.g. I need you to sit still etc.)
- If the behaviour still continues then we will say 'You owe time'.
- The adult will note down the number of minutes which the child owes on the class record sheet – this will not be displayed so that there is no public record of the child's name linked to the behaviour.

We will try not to use the child's names in our interactions as we aim to separate the behaviour from the child. We will always remain calm and use a steady tone of voice. We will not shout or become angry. We will always use this script and will use as few words as possible.

At the next break time, the child will make up the time owed. This time will be spent with the class teacher even if it is given by another adult. This time will include reflection on what went wrong and what better choices could be made next time.

If the child doesn't join in with a different hi-five or doesn't show the learning behaviours we want to see then we will repeat the script as above and the child will owe more minutes. This needs to be a steady repetition with the adult showing no additional frustration or anger.

If a child is exhibiting dangerous behaviours which threaten other children, such as dangerous play or hurting another child, they will miss the whole of their next break time. This will be recorded on our CPOMS system

### **Repetitive or more concerning behaviours – Level 2**

We understand that there may be some children who, for many reasons, find behaviour in class more difficult and for whom the above strategies might not be appropriate. This could be for many reasons, in school and at home.

Class teachers and senior leaders will monitor the class record sheets regularly in order to identify any children who are showing repetitive behaviours. Class teachers may also identify behaviours linked to a situation at home etc. which need to be dealt with in a different way.

At this stage, the class teacher will discuss the situation with the SENDCo and/or senior management to agree a way forward. In most cases this will involve a meeting with the child, their teacher and their parents to try and explore the reasons behind the behaviours and strategies/rewards which can be put in place to help. This might include a positive behaviour plan or reward chart but will always aim to meet the child's specific needs at that time. It is the class teacher's responsibility to share this plan with all adults who work with the child and to share it on CPOMS.

It may be appropriate with repetitive behaviours for the child to have their time owed with a member of the leadership team.

### **Dangerous and very concerning behaviours – Level 3**

If a child's behaviour is significantly abusive or aggressive to a staff member or another child, they may be excluded internally. This is at the discretion of a member of SLT and will involve the child working away from other children for a lesson or part of a day.

A child may receive a fixed term or permanent exclusion if they continue to present a threat to the safety of staff and children or for a single, significant breach of our behaviour policy. The decision to permanently exclude a child is a serious one. It is usually the final step following a wide range of strategies which have been tried without success and the intervention of outside agencies where appropriate. Decisions will be based on the level of harm to pupils, staff, the school environment and the learning of all children. Please see our exclusion policy for further details.

We will always work in partnership with parents and carers and ensure that we work together to solve behaviour concerns wherever possible.

### **Playtime and lunchtime**

At playtime it may be difficult to implement the behaviour strategy in the exactly the same way but it is important that we are as consistent as possible.

Low-level behaviour must not be tolerated outside or when lining up. When children line up before leading outside or at the end of breaktime, the adult must expect everyone to be showing their *hi-five* before they lead off. They must also stop and wait if the line becomes disrupted as they move around the school. If the line becomes noisy or there is pushing, then the adult should stop and follow the *hi-five* script as above. Children will be expected to owe time in the same way. This can be enforced by the child waiting with the adult for their time whilst the other children go to play.

Dangerous behaviour which is threatening to another child or adult must always be dealt with immediately and the child should be asked to go inside where their class teacher will then address the behaviour. If the child refuses to go in then their class teacher should be called to support – the adult on duty can send another child in to request this.

If there are disagreements and low-level behaviour outside which isn't dangerous then the same script should be followed...

- We will give a more specific warning... 'I need to see you being kind to your friends'.
- If the behaviour continues then we will say 'this behaviour is not ok, I need you to listen or you will owe time' (this will be adapted depending on the behaviour e.g. I need you to sit still etc.)
- If the behaviour still continues then we will say 'You owe time'.
- The adult will note down the number of minutes which the child owes on the class record sheet – this will not be displayed so that there is no public record of the child's name linked to the behaviour.

## **Positive Handling**

On very rare occasions, staff may need to physically intervene and restrain a child in order to safeguard the safety of a child or member of staff. All staff are aware of and act on the Department for Education advice in the use of reasonable force in order to ensure the safety of children and staff. Where children's behaviour or development means they need to be handled regularly we write an individual handling plan and ensure relevant staff are trained appropriately. Incidents of restraint and handling will be recorded on CPOMS and parents will be informed.

All staff owe a duty of care to pupils. To take no action, when the outcome will be that a pupil injures themselves, another pupil or a member of staff could be seen as negligence.

Incidents in which physical intervention may be required involve situations in which a child is behaving in a way which is unsafe to themselves, other pupils, staff or the school environment. We aim to avoid this wherever possible using distraction and other de-escalation strategies but situations may arise in which it is unavoidable.

## **Recording incidents**

Incidents will be recorded on CPOMS, our online recording system and the action taken noted. All incidents are reviewed by the DSL team.

## **Risk Assessments/Out of School Activities**

If a child's behaviour is perceived to present a significant risk on out of school activities, it may be that the child's parent or another relative is asked to accompany the trip. On occasions, the child may be excluded from the activity. Risk assessments will be completed to ensure the correct decision has been made. We run a number of After School Clubs and activities. We may take the decision to refuse to allow children to attend where their behaviour raises significant concern. Parents or Carers will be informed if this is the case. Please note this is separate from the decision to exclude children from in-school activities.

## **Forest School**

We aim to follow the same scripts within Forest School sessions in order to ensure consistency for our children. Any incidents off-site will be recorded as soon as possible on CPOMS and class teachers informed of any time owed. This time will be made up with the class teacher at the next break time. It may be necessary for a child to miss their next session of Forest School if their behaviour has been particularly unsafe. This decision will be made by the Forest School leader in conjunction with senior leaders and parents will be informed.

## **SEND**

For some children with SEND it may be necessary to adapt our behaviour policy to ensure we are responding appropriately to their needs. Adaptations to the policy will be discussed with the SENDCo, parents/carers, class teacher and the child. Following these discussions, the class teacher will write an individual positive behaviour plan and ensure it is shared with home, all members of staff working with that child, including any supply staff, and shared on CPOMS.