



**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>	September 2021
<b>Chair of Governors</b>	<i>Sam Lee</i>
<b>Executive Head Teacher</b>	<i>John Neenan</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.

### **High Five Behaviour**

Across our federation, we use the *High Five* image and language to give children clear and simple reminders of our expectations. The *High 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 *High Five* symbol e.g. in PSHE sessions, class circle times and Collective Worship. They will learn that, when an adult says '*High Five*' or shows the *High 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 *High 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 High Five**

When an adult needs to gain the attention of a group of children, they will show the High Five on their hand and say '*High Five*' or '*Show me your High 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 *High Five* then a 100% reminder can be given or, consequences as outlined below.

### **Rewards & Recognition**

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. Our rewards and recognition are used to celebrate our core values and develop self esteem and a sense of belonging.

### **Reward Systems may include:**

#### **Whole class rewards**

The children are able to work towards class rewards. For example, a class may earn marbles or counters for working as a team, academic effort, being considerate or when someone shows great perseverance. These marbles or counters 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 *High Five awards*. These provide a more formal recognition of children's successes.

## **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 term we hold house events where the children work on projects together which benefit our school, our community or a wider charity. These events 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. Children can also earn points for their Houses which can contribute toward House privileges.

## **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 *High Five* and to show good learning behaviours at all times. We do not tolerate low-level negative behaviours.

- If a child exhibits low level negative behaviours we will give a warning...'I need to see your High 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. If the negative behaviour continues the child will miss the whole of their next break time.

Where possible, we will try not to use the child's names in our interactions as we aim to separate the behaviour from the child.

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 High 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.

### **Concerning behaviours – Level 2**

More concerning, disrespectful or harmful behaviour is not acceptable in school. If a child exhibits this type of negative behaviour then class teachers will inform parents/carers and the child will miss either two morning breaks or one lunch break. These behaviours will be recorded on our CPOMS system which is monitored by senior members of staff.

As part of this process class teachers will have a restorative conversation with the child. We believe that all behaviour is communication and we will always endeavour to establish the reason behind the behaviour and to provide timely support for the child.

**Reception and Year 1** – Due to the young age of the children in our reception and year 1, managers and teachers will support children with their behaviour on a more immediate and situational basis. Teachers will still contact parents/guardians should there be any concerns.

### **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.

### **Repetitive or persistent behaviours -**

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 behaviour 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/carers 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.

### **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 *High 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 *High 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'.
- Children owing time will sit on the bench.
- The adult will note down the number of minutes which the child owed in the break time behaviour record book – 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 rare 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 low level incidents off-site will be recorded as soon as possible and shared with class teacher and SLT briefly detailing behaviour and time that has been owed. Time owed due to low level behaviour will be actioned during the forest school session. Concerning/unsafe behaviour will be put on CPOMS at the next available time and Forest Leader or class teacher (depending on handover) will talk to parents/guardians. A behaviour slip will go home with the child. If a child's behaviour has been particularly unsafe it may be necessary for a child to return to school and/or miss their next session of Forest. 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.

### **Bullying**

It is important to understand that the day-to-day of management and refinement of children's behaviour is an integral part of the primary school 'hidden curriculum', whereas if we discover that an act of bullying has taken place, this is usually much less common, and we act immediately to stop any further occurrences of such behaviour, as per our Anti-Bullying Policy.

Bullying is behaviour by an individual or group, that is repeated over time. It is behaviour that intentionally hurts another individual or group either physically or emotionally. We ensure all our children are aware that they should tell an adult immediately if they are upset or worried by an incident so we are able to act and support quickly and effectively.