

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>	9 <sup>th</sup> December 2020
<b>Chair of Governors</b>	<i>Sam Lee</i>
<b>Executive Head Teacher</b>	<i>Laura Watts</i>
<b>Last updated</b>	December 2020
<b>Review</b>	December 2021

#### **Teachers are here to teach and children are here to learn.**

High expectations of appropriate behaviour will be held at all times in and around our school.

We expect all members of our communities to live by our core values of love, friendship, courage and respect. These are reinforced regularly through daily collective worship and in lessons.

#### **School Expectations:**

We are gentle: we have kind hands and kind feet

We listen carefully: it is polite and keeps us safe

We are kind: we use kind words

We are helpful: we are all part of a team

We are friendly: we welcome people when learning and playing

We are honest: we always tell the truth

We look after our school: we take pride in all that we have

We always try our best: we are here to learn together, even when it is hard

#### **We believe that all children have the right:**

To aim high and achieve their goals

To learn in a safe environment, free from disruption

To be encouraged and praised for good work and positive behaviour

#### **We believe that all staff have the right:**

To expect to teach in a safe environment, without disruption

To take firm action to prevent one child's disruption affecting the progress or safety of another

To set clear expectations of good behaviour and high levels of effort in class

To be supported when needed by parents, colleagues and senior staff

## **We aim to achieve this through...**

- the use of adults as role models: all adults in our school have an equally important responsibility to model the implementation of these expectations for standards of behaviour both in their dealings with the children and each other.
- high quality teaching and an engaging curriculum: we provide appropriate learning opportunities for all children. Children's behaviour improves when they are given engaging and appropriate tasks and activities, taking account of their learning styles and ability.
- the provision of a welcoming, stimulating and well maintained setting
- the teaching of positive values. In every aspect of school life, all staff promote responsible attitudes. In our interactions with children, we teach good manners, social skills and tolerance. At both schools, but especially at Erpingham VC, we promote, model and expect children to love Christian values which are reinforced through RE, collective worship and our interactions with others in the school.
- the explicit teaching of social skills for example teamwork in PE, School Council or roles in group work during lessons. In lessons there may be learning objectives related to social skills as well as to subject content.
- the development of positive relationships with the children: just as in a family, the school community is built on positive relationships between everyone. All staff need to know their pupils and develop strong relationships with them, so that all interaction is based on trust and respect.
- ensuring that children have a voice. This could be through school council and pupil surveys.
- allowing children to take ownership of their school, working together to produce class charters at the start of each academic year.
- creating a calm and orderly atmosphere that ensures children feel safe and secure and know what is expected of them.

To ensure pupils are ready to learn we regularly incorporate circle time and mindfulness into the school day. These provide opportunities for staff to gain an insight into the children's well-being. Circle time can be used to discuss issues, to talk and to listen.

## **Rewards**

Whenever possible, we reward pupils with positive comments which clearly highlight the behaviours which we want to see. Other rewards may include house points, Class Dojo points, certificates, stickers and Rainbow Book Awards and The Gold Book for excellence. Staff will also use their own methods of encouraging and rewarding children, for example, non-verbal rewards such as smiles, thumbs up etc. alongside the extensive use of specific verbal praise.

We believe that acts of selflessness and giving should be recognised. Children's achievements both academic and social, in and out of school are celebrated formally during Collective Worship.

**When our pupils find themselves in conflict or upset we will ask them:**

**We might also say to our pupils:-**

What happened?  
 What were you thinking when it happened?  
 What do you think now?  
 Who has been affected or upset by this and how?  
 How do you feel?  
 What needs to happen to put this right?

What would you think if this happened to you?  
 How can we put this right?  
 What could you do differently next time?  
 What other choice could you have made?  
 How do you think other people feel?  
 How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions so that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

### **Consequences of poor behaviour**

We acknowledge that the majority of our children will make positive behaviour choices for the majority of the time. Also children will learn to modify poor behaviour through our help and encouragement. Staff will need to use strategies to encourage appropriate behaviour relevant to the age, ability and maturity of individual children. When children's behaviour is unsafe or inappropriate, the following consequences may be applied.

<b>Classroom</b>	
Stage 1	A verbal reminder is given, stating the school expectations and the appropriate behaviour choice. No further action is taken at this point.
Stage 2 - Orange	A second verbal reminder is given which results in the child's name being moved to orange on the Traffic Light System. No further action is taken at this moment and if the child turns their behaviour around then this is acknowledged and their name will be returned to green.
Stage 3 - Red	A third warning is received. The child is put onto red. In Reception through to the end of Year 4, this results in the child losing 5 minutes of their playtime. In Years 5 and 6, children will miss their whole breaktime. During this time out the children will be asked to complete jobs which help the school community, time will also be given to talk through the incident with an adult using the prompts above.
Stage 4 – internal exclusion	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.
Stage 5 – external exclusion	A child may be excluded if they continue to present a threat to the safety of staff and children. They will be excluded from school following the Norfolk LEA guidance and procedures – see exclusion policy

When behaviour is disruptive there are a number of consequences:

- Missed break and a restorative job
- Time out

- Missed lunch break or lunch eaten in isolation
- Internal exclusion – this means the child will work in isolation from their classmates
- Missed club time
- Loss of privileges including visits and trips
- Time spent with a senior leader revisiting why their behaviour has been unacceptable

All pupils will be expected to repair the harm they have done and restore order. Any work which they miss due to their behaviour must be caught up at school or at home.

Where persistent behaviour is of concern, teachers will talk to parents and may initiate a behaviour chart and/or write a risk management plan. Persistent unacceptable behaviours may result in an exclusion. Where a child has special needs a reduction of the child's timetable may be used to support their ability to focus on learning in school.

### **Partnership with parents**

We strive to work in partnership with parents in promoting positive behaviour and attitudes towards learning and school. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. This includes constructive parent-teacher consultations and annual written reports, information about progress and attainment, parent and child questionnaires and invitations to school events. We expect parents to sign a Home School Agreement at the beginning of each academic year. This will set out our expectations and the ways in which we will need the support of parents to successfully achieve our aims.

### **Positive Handling**

Staff may, on very rare occasions, 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 in the restraint log 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 a yellow incident form and the action taken noted. These must be signed and passed to either the Deputy Headteacher or Executive Headteacher. The Executive Headteacher will file all copies. Where restraint or guiding is used, this will be recorded in the restraint log and parents will be informed.

### **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.

### **Vulnerable pupils**

At Blue Sky Federation, we recognise that during their time at school some pupils may require extra support to manage their behaviour. During these times the school may need to make reasonable adjustments to the behaviour policy in order to support those vulnerable pupils.

### **Permanent Exclusion**

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.