

Behaviour Policy Document 2020

At Littlemoor Primary school we expect every member of the school community to behave in a respectful way towards others and to the learning environment. We treat all children fairly and apply this Behaviour Policy in a consistent way. This policy ensures that everybody in school feels safe and secure and enables children to become positive and responsible members of the school community. Our aim is to ensure that Littlemoor Primary School is a safe and secure environment where all can teach and learn in a happy atmosphere.

Values and Aims:

At Littlemoor Primary school our core purpose is to develop a strong learning community. In order to achieve this we place strong emphasis on our school values and aims which are: **F.I.R.E. 'From Tiny Sparks Might Flames Grow'**



Purpose of Policy

Littlemoor Primary School is committed to creating an environment of excellent behaviour. We recognise that high quality behaviour for learning is underpinned by positive relationships and recognition, clear and respectful communication and a carefully planned curriculum. Our 4 aims of behaviour are: Friendship, Independence, Respect and Excellence are displayed throughout the school and referred to in conversations and

Our F.I.R.E Code

Friendship - "I will be a good friend "

Independence - "I will strive to become an independent thinker and learner "

Respect - "I will show respect to all members of my school and community "

Excellence - "I aim for excellence in all I do "

One Page Behaviour Policy

How will staff behave?

- Calm, consistent and emotionally controlled
- Model positive behaviour
- Plan lessons that engage, stimulate, challenge and meet the needs of all learners
- Consistent positive reinforcement
- Routines embedded in the culture of the classroom
- Staff to build relationships with learners
- Confidently deal with behaviour without delegating or battling

All Staff Will:

- Meet and greet children by first name and with a smile
- Consistent use of language of FIRE
- Use of Calm Corners to deescalate
- Make consistent use of the FIRE behaviour board
- Support when a behaviour incidence arises (think TEAM Teach)
- Record the behaviour on incident logs
- Ensure children are accessing interventions and that these are appropriate

Middle Leaders

- Stand alongside colleagues to support and model the FIRE code
- Support teachers in submitting Cause for Concerns to SLT and identifying in class QFT strategies

Senior Leaders / SENCo

- Stand alongside colleagues to support and model the FIRE code
- Identify and target staff training needs around behaviour
- Use behaviour data from PIVATS or other assessment tools to assess and target behaviour
- Meet class teachers and parents regularly to support behaviour
- Support with complex behaviour
- Support teachers in the writing and delivery of Pastoral Support Plans
- support behaviour

Stepped Actions

1. **Redirection** – gentle encouragement, small act of kindness, being mindful what the behaviour is communicating, use of FIRE code in positive language.
2. **1st Reminder** – of FIRE code – delivered quietly and privately – de-escalation strategies (Calm Corner)
3. **2nd reminder** – delivered in private – child's name is moved to amber
4. **Verbal repair and reflect - with a TA.** Remind child of necessity of being `Ready to Learn` - logged on class log as `Lost Learning`. Time made up at break or lunch
5. **If name continues to be on amber** – This requires logging on `incident behaviour form`. Repair and Reflect with class teacher or TA within the unit
6. **Identification from Incident behaviour logs** – of regular occurrences will lead to `Cause for Concern` submitted to SLT , a meeting with teacher, parents and SENCo . Support plan will be put in place. Referrals made to other agencies

Rewards

Praise
Stickers & Certificates
FIRE stickers (See displays around school)
Golden Ticket events
Recognition in celebration assemblies – learner of the week , `ready to learn` champion

Restorative Conversation Question

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done to make things right ? How can we do things differently in the future?

Serious Breach

This is an incident which MAY lead to a a fixed term exclusion. SLT will always take half a day to consider the best course of action . Alternatives to exclusion be sought and include:

1. **1:1 time with TA or CT to complete missed learning**
 2. **Time in a partner classroom**
- overseen by SLT**

Links to Other policies

- Physical Intervention Policy
- Whistle Blowing Policy
- Safeguarding Policy
- SEN Policy
- SEN Information Report
- Searching , Screening and Confiscation Policy (DFE 2018)
- Daily use of Charlie Taylor Checklist

Signed Headteacher Date of Signature

Signed Chair of Governors Date of Signature