



Behaviour Policy

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Issue:	1
Review Period:	Annually unless an update on legislation is received
Review Director:	Lisa Billing & Alison Briggs
Signed by:	LGB Chair
Signature:	
Policy Suite:	

Littlemoor Primary School



Behaviour Policy

Reviewed November 2022

Review Period: Annually

Intent

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. The school

FIRE principles are learnt and followed by all stakeholders and rewards and sanctions are used to promote and reinforce positive behaviour. This policy ensures that everybody in school feels safe and secure and enables children to become 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.

FIRE

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’



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 “

Aims

We aim to:

1. Promote positive relationships along with clear and respectful communication
2. Develop independent thinkers and learners to contribute to lifelong self-awareness, supporting growth in an understanding of their value and contribution to society.
3. Embed a culture of respect, ensuring that children treat others fairly and empathetically with compassion and honesty.
4. Create an environment of excellent behaviour where children consistently engage and enjoy their learning and strive to achieve their best.

Implementation

1. The school FIRE code will be promoted at all times by staff and pupils.
2. All pupils will be taught to treat others well and their behaviour will reflect this (see AntiBullying Policy).
3. All staff will set high expectations and model positive behaviour.
4. Pupils will be explicitly taught Friendship, Independence, Respect and Excellence.
5. Calm Corners will be used and referred to by all members of staff to enable pupils to become aware of their own emotions and to use this to self-regulate and inform their behaviour choices.
6. Before class, after break, when swapping classes, after lunch – line up at the door in the corridor in silence – when ready, enter the classroom
7. 1 HOWL (1 behind the other, Hands by our side, Off voices, Walking feet, Left hand side) system is to be used by all children walking anywhere throughout school
8. Children are to line up in register order when moving through school
9. Class signal used to get children's attention (hand up – all children to respond with hand symbol)
10. Children to transition in the classroom using the 1,2,3 approach (1 stand up quietly, 2 stand behind your chairs, 3 sit in your chair – use of finger signals only, in silence). This can be adjusted to the routine you have in class.
11. Books at the end of a lesson – key stage expectations to be shared
12. Rewards and sanctions (see below) will be used sensitively and sensibly by staff to encourage and promote good behaviour.
13. All staff will be responsible for promoting the FIRE code and our school behaviour expectations.
14. Where a member of staff is having difficulty with a behaviour issue or problem, they will provide some repair and reflection time out of class to support the child.
15. If additional support is needed, staff will discuss it with a member of the Behaviour Team, who will support the implementation of an Anxiety Response Plan. (see Appendix 1) In conjunction with the class team, they will agree an appropriate strategy to support the child in managing their behaviours appropriately and offering therapeutic support where needed. Any significant incidents must be recorded on CPOMS.
16. An appropriate member of staff will involve parents/carers at an early stage where a pupil is experiencing difficulties with behaviour and share the Anxiety Response Plan with them.
17. The Senior Leadership team will involve outside agencies where appropriate, if there is a serious problem with a pupil's behaviour (see Policy for SEND).
18. In extreme cases, a pupil's behaviour or failure to respond to help, support and other sanctions may result in the pupil being excluded from school.

Outcomes

This policy will ensure that pupils are able to learn in a safe environment where they feel happy to come to school. Pupils will be provided with the skills needed to regulate their emotions and will be taught the strategies to achieve self-control. Through the use of language of choice, it will promote the high standards and expectations set out in the school's aims and values.

Rewards and Sanctions

Promoting good behaviour is integral to the Behaviour Policy. **All adults** within school will **consistently model** appropriate behaviour and will always recognise and acknowledge good behaviour, in particular those behaviours which display the school values. Pupils will be rewarded for effort, not just an end result. This will be done in the following ways:

Rewards

- Verbal Praise
- FIRE points
- Stickers & Certificates
- Positive phone call
- Recognition in celebration assemblies
- Star of the Week
- Post Cards home

Where behaviour expectations are not met, consequences will be applied consistently. Any issues which are deemed serious enough to be recorded on the schools monitoring system (CPoms)

Consequences and Support

- Assertive and implicit reminder of behaviour expectations
- Walk & talk during daily mile
- Making up lost learning time
- Loss of privileges
- Repair and Reflect

All of the above to be implemented by the class team in the first instance.

For children experiencing more significant or repeated difficulties then they will be referred either through Cpoms or the Cause for Concern school system, for further support.

- Anxiety Response Plan
- Meet with parents/carers
- In extreme cases FTE / PE

Promoting Behaviour for Learning

We are pleased to be able to celebrate the good learning that takes place in our school every day, but we also acknowledge that a small minority of our pupils do sometimes disrupt lessons and have to leave the classroom. What follows are our procedures for dealing with this, in order to be fair to ALL pupils and to keep parents fully informed. For children in need of significant support in this area, Anxiety Response Plans will be implemented as an integral part of their school provision in order to support them in learning to manage their own behaviours and emotions.

Lost Learning

Where a child has disrupted their own learning or that of others within a lesson and the use of positive reinforcement of expectations and consequences have not been effective, resulting in work remaining incomplete or of a lower than acceptable standard, then the child will be directed to recover lost learning time. (10 minutes maximum)

Other approaches and de-escalation strategies to addressing low level behaviours should be used **before** lost learning time is implemented.

All staff are responsible for the facilitation of lost learning issued by them or a member of their class team.

For any low level behaviours either in class or at other times in the day, it is the responsibility of the adult to select and enforce the appropriate sanction eg loss of privilege. Lost learning time is recorded by staff and monitored by the Inclusion Team and Inclusion and Behaviour Assistant to identify any children who are repeatedly accessing this consequence in order to review their appropriate behaviour support. Anxiety Response Plans may be recommended as a result.

Behaviour Consequences

Pupils will always be helped to make informed choices; language of choice will be used to assist with this. Where undesirable behaviours persist, the following principles will be used:

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**.
3. **Consequence** - If child continues to be disruptive teacher to decide appropriate consequence and a consequence will be given (see below) and

this will be logged on CPOMS- Verbal repair and reflect - Remind child of necessity of being ` Ready to Learn`

4. **Identification from CPOMS –** of regular occurrences will lead to `Cause for Concerns` submitted to SLT, a meeting with teacher, parents and SENCo . Support plan or `Report` will be put in place. _Referrals made to other agencies

Adjustments and Provision for Pupils with SEND

Pupils identified as needing additional support to manage their behaviour will have this identified in their Individual Provision Plan (IPP) and/or Anxiety Response Plan, which will be shared with all staff working with that child.

Anxiety Response Plans

Anxiety Response Plans are established for children who have not responded to the consistent implementation of the above approaches to positive behaviour expectations or who have an identified of social and emotional need. See Inclusive Provision Guide for exemplar recording format and details of this approach.

Physical Intervention/ Positive Handling

De-escalation strategies are used in order to minimise the risk of children going into crisis. All staff are trained in the use of Team Teach which utilises an approach of de-escalation. Anxiety Response Plans support staff in identifying precedents in behaviours leading to a crisis and planning personalised approaches effective in de-escalating these situations.

If these strategies are not effective and the pupil escalates into 'crisis,' posing a risk to themselves or others or significantly damaging property, trained staff will use approved physical Team Teach techniques. This is always as last resort when it is deemed to be **appropriate, proportionate, and necessary**. Any physical intervention and will be recorded in line with school's policies. Parents will always be informed of any incidents which have taken place either verbally at the end of the school day or by telephone. We want to reassure parents that staff will only intervene physically when other strategies have failed and as outlined in DfE guidance (2006):

'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder'.

School will use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Only trained staff will utilise the Team Teach techniques and our practice is reviewed and updated every two years.

Intended Impact

Our intended impact is that all pupils understand and follow our positive behaviour expectations, allowing pupils and staff to work and live harmoniously, within Littlemoor Primary School and the wider community, and have the personal skills to reflect on their behaviour when these expectations are challenged.

Monitoring, Evaluation and Review

- Training will be revisited regularly and implemented and monitored across the whole school.
- This policy will be reviewed and evaluated by the Inclusion Team, in accordance with the School Improvement Plan.

Staff with lead responsibility:

The Inclusion Team:

Miss Pass – Director of Educational Excellence (Kingfisher Learning Trust Central Team)

Mrs Briggs – Director of Inclusion (& SENDCO)

Miss Fleet – Inclusion & Behaviour Assistant

Miss Billing – Director of Teaching & Learning

Mrs Wynn – Pastoral Team

Mrs Kelly - Headteacher