



# Behaviour Policy

**Hope: building for a brighter future**

*“Now faith is a confidence in what we hope for and assurance about what we cannot see” (Hebrews 11:1)*

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Signature 

Headteacher

Date: 1.10.24

Signature *H. Smith*

Chair of Governors Date: 4.12.24

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## Vision and values statement

At North Star Federation, hope drives everything that we do. We look beyond today and towards the horizon, knowing that a journey of learning and flourishing takes many steps. We know that hope will bring us onwards, even though our journey is challenging.

We promote hope by valuing and respecting every member of our school communities, treating everyone fairly and consistently. Our schools' values of compassion and perseverance (The Belfry), and kindness, respect, curiosity, ambition and resilience (Worstead) are built around to create an environment when our children safe and happy, so that they develop, learn and flourish. This policy aims to promote consistent ways of working together towards this goal.

## Underlying principles

- **Positive learning environment** – our environment needs to allow teachers to teach and children to learn. For children to learn best, they need to feel safe, secure and have a sense of belonging.
- **Unconditional positive regard** – children are valued unconditionally. While we may not always agree with or approve of the behavioural choices a child makes, the respect and esteem we have for a child never changes.
- **Behaviour is communication** – behaviour is a choice and not a character trait. Behavioural choices can be positive or negative and are a way of communicating how a child is feeling. Behavioural choices are distinguished from children themselves.
- **Promoting good behaviour** – all staff promote positive behaviour choices by modelling that behaviour and in how they react and respond to poor behaviour choices. This policy is about promoting good choices.

## Aims of the policy

- To promote:
  - an environment where everyone feels happy, safe and secure
  - a culture of good behaviour
  - good relationships built on mutual trust and respect for all
  - a focus on effort and application rather than outcome alone
  - collaboration between school and home to support behavioural development
- To ensure:
  - everyone is valued, treated fairly and shown respect
  - people are treated as individuals, with their individual circumstances and needs actively considered
  - high standards are set, expected, modelled and rewarded

## Our approach

Our approach to promoting positive behaviour consists of the following:

1. Modelling expected behaviour
2. Consistent rules and routines
3. Rewarding positive behaviour choices
4. Focus on choices
5. Restorative justice

### Modelling expected behaviour

All staff working in school will be:

- Kind and compassionate
- Respectful
- Curious
- Ambitious
- Resilient

In addition, staff will get to know the children in our school and seek to build positive relationships with them, rooted in mutual trust and respect, and underpinned by unconditional positive regard.

### Consistent rules and routines

School rules promote school values (below) and support the underlying principle that teachers and children are allowed to learn.

The Belfry – **compassion** and **perseverance**

Worstead – **kindness**, respect, curiosity, ambition and **resilience**

Each class agrees the wording of their own class code at the start of each academic year. These codes are displayed and consistently and rigorously applied throughout the school year.

Routines are also consistent, and are broken down, modelled, reminded, praised and reinforced. Some are class-based (e.g. where to store and how to collect stationery) while others apply to the whole school (e.g. entering and exiting worship, lining up after break times).

### **Rewarding positive behaviour choices**

To create a culture of good behaviour, staff will set high expectations of each and every pupil and promote, recognise and celebrate positive behaviour choices. For full details of the rewards and consequences in our schools, see the next section and Appendix A.

To meet the needs of all learners, including those with SEND, there may be occasions when a more personalised approach is recommended where different children have different targets in terms of positive behaviour choices. For example, one child may have a target to only call out five times in lessons, whereas as another may have a target to not call out at all. This may involve more targeted support and interventions being provided by staff in school and/or external professionals. A personalised behaviour plan will be written by the class teacher with the parents, supported by the SEND lead, to identify goals, triggers and strategies to support the individual. External support will be sought where needed.

### **Focus on choices**

If behaviour falls below expectations, actions by staff will:

- Be consistent (applying the policy in accordance with Appendix A)
- Seek to de-escalate by using consistent, scripted language (see Appendix C)
- Focus on children's choices, both the choices made and the choices available
- Escalate in response to the behaviour, its persistence and its harm to others (see Appendix A)

If staff actions are unsuccessful in changing pupil behaviour, the child will be asked to take part in a restorative conversation. This might be after a lesson, at break time or at lunch time.

### **Restorative justice**

Restorative conversations are developmental consequences and work alongside opportunities to make up for lost learning time and/or restore relationships with other pupils. The adult dealing with the negative behaviours will generally lead the restorative conversation, sometimes supported by another colleague. Restorative conversations will typically take place in the child's time rather than learning time. Our restorative approach will look to identify the causes of the behaviour which need to be managed rather than focus solely on the results of the triggers. Where harm has been caused as a result of the behaviour (e.g. to learning to relationships), we will seek to restore that harm.

Restorative conversations/actions are recorded on CPOMS. The information can be used to identify patterns which can help unpick behaviour choices.

### **If behaviours persist or when serious incidents occur, we may seek further support by:**

- Communicating (either as a one-off or regularly) and working with parents, e.g. to join a restorative conversation, to promote consistency between school and home, to draft an individual behaviour plan.
- Individual behaviour plans are written by the class teacher and parents, supported by the SEND Lead, with guidance from the Steps\* approach. Goal setting, agreeing and implementing specific strategies will be agreed by home and school to help improve the child's behaviour.
- The child may learn away from their class room for a fixed period of time. This will always end with a restorative conversation with the class teacher. Parents will be notified of this.

- Referring and/or seeking advice from external agencies, including the SEND and Inclusion Team, EPSS etc, to further assess and support the child. Guidance and advice will be implemented or as soon as reasonably possible.
- Individual (or small group) wellbeing work for a directed period with trusted member of staff to support social, emotional and mental health.
- Suspension or exclusion (see below).

The above behaviour is recorded on CPOMS, by the person responsible, with the appropriate category.

### **Use of reasonable force**

- In the case of sudden unexpected events members of staff are able to use reasonable force to prevent pupils from injuring themselves or others or causing significant damage to property.
- Staff have been trained in Restrictive Physical Intervention by the Norfolk Steps team\*. However, in accordance with 'Use of Reasonable Force in Schools, DfE (2013)' any member of staff has the legal power to use reasonable force to ensure safety.
- All physical intervention must be reasonable, proportionate and necessary to prevent harm.
- If reasonable force is used, it must be recorded on CPOMS. SLT and parents must be informed.

\*Steps is a Norfolk County Council service which provides training and consultancy to schools and services to support a therapeutic ethos, early intervention and professional responses to complex, challenging or high-risk behaviours. The Norfolk Steps team has extensive SEN and Inclusion experience.

## **Rewards and consequences**

In our schools, we use the following rewards and consequences:

**Rewards:** (specific) verbal praise, house points, behaviour chart, blue cards, golden tickets, certificates, prizes (e.g. book prizes), conversations with SLT and/or home

**Consequences:** (specific) verbal reminders or proximity praise, behaviour chart (with de-escalation script and restorative justice), yellow/red cards (with de-escalation script and restorative justice), conversations with SLT and/or home, time out, suspension, exclusion

See Appendix A.

## **Roles and responsibilities**

### **Headteacher**

- Implement the behaviour policy consistently throughout the Federation
- Report to governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and wellbeing of all children and staff
- Model standards
- Monitor behaviour incidents, causes and patterns on CPOMS
- Issue suspensions/exclusions

### **Staff**

- Agree, display and consistently apply class codes
- Model standards
- Record incidents on CPOMS

- Use scripted, de-escalation conversations to intervene when behaviours fall below the expected standard
- Lead restorative justice conversations
- Communicate effectively with parents/carers
- Liaise with external agencies as needed
- Co-ordinate support/interventions alongside SLT and the SENCO

### **Parents/carers**

- Understand the Federation vision, school values and underlying principles of behaviour
- Work collaboratively with the school so children receive consistent messages about behaviour
- Support children's development and learning
- Support the school's actions pursuant to this behaviour policy
- Contact their child(ren)'s class teacher(s) in the event of any concerns
- Contact the headteacher/deputy headteacher if concerns remain and follow the school complaints policy
- Model standards

### **Pupils**

- Try their hardest in work and play to follow the school rules and class codes
- Follow the example set, and instructions given, by school staff
- Promptly report any incidents of behaviour falling below expected standards

### **Governors**

- Support the senior leadership in implementing this policy
- Give advice, as appropriate
- Provide challenge to senior leadership and hold them to account

## **Suspensions and exclusions**

Exclusions can be for a fixed term or permanent. Exclusion for a fixed term is called a suspension. This is an extreme sanction and is only administered by the Head Teacher (or delegated to the Deputy in the Headteacher's absence). In most cases, suspension/exclusion from school will only occur after a range of measures have been tried to re-engage a child in improved behaviour.

A suspension will be used as a first stage, followed by a permanent exclusion if there is no change in behaviour. Persistent and unmodified behaviour that could result in suspension/exclusion includes:

- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting).
- Abusive swearing towards adults and children (including racial intolerance)
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk.
- Damage to school property (broken windows, classrooms)
- Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment).
- Persistently preventing the learning of other children in the classroom.

In the event of a child being suspended/excluded, the school will inform the parent or carer of the child concerned about the exclusion as soon as possible by telephone or face to face. They will receive a letter

outlining the suspension/exclusion, including what arrangements will be made for continuing their child's education when not at school. The school will also inform the local authority.

After a suspension, a reintegration meeting must be held before the child can come back to school.

During the first five days of any suspension, the parents or carers are responsible for their child's education. The school will take reasonable steps to set work for pupils during this period. If the suspension is six days or longer and fixed term, then the school needs to make arrangements to provide education from day six onwards. If the exclusion is permanent, the local authority will arrange education from day six.

Parents/carers have a duty to ensure that their child, if excluded, is not present in a public place without reasonable justification. They may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified dates without reasonable justification. It will be for parents/carers to show that there is reasonable justification for this.

Parents always have the right to appeal against suspension/exclusion and will be informed of this when notified of a suspension/exclusion.

## **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour on CPOMS. It is the responsibility of the member of staff observing behaviour incidents to record them on CPOMS.

All CPOMS notifications are automatically notified to the designated safeguarding leads and school leaders, who monitor incidents and collate information to identify patterns in, or triggers of, behaviour and who work with the wider staff to plan support and intervention where necessary.

Many minor incidents are dealt with through normal operational procedures and will not be reported e.g. a pupil engaging in low level disruption on a single occasion. Reporting of these kinds of incidents is at the discretion of the teacher but in particular cases where there is a need for a higher level of vigilance and record keeping, even minor incidents may be recorded.

The headteacher keeps a record of any pupil who is suspended for a fixed- term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The governing body reviews this policy every three years, unless otherwise required to do so by legislative changes.

## **Legislation and statutory requirements**

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Children's Act 1989
- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE SEND Code of Practice 2015
- Keeping Children Safe in Education 2022

This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Use of reasonable force in schools' 2013
- DfE 'Supporting pupils with medical conditions at school' 2015.
- DfE 'Mental health and behaviour in schools' 2018
- Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies 201

Research is based on The EEF Improving Behaviour in Schools Guidance Report.

These lists are not exhaustive and each example is not appropriate for every instance of behaviour. It is a matter for staff's professional judgement as to which action is most appropriate in response to behaviour exhibited to keep children safe and otherwise meet the aims of this policy.

<b>Rewards</b>	
Behaviour expectation for a specific child is (being) met (e.g. starting work well)	<ul style="list-style-type: none"> <li>Acknowledge/note the behaviour (e.g. "I can see X has started their work.")</li> </ul>
Behaviour expectation for a specific child is exceeded for a specific task or activity. (e.g.	<ul style="list-style-type: none"> <li>Specific praise (e.g. "I like how you decided to include X in your game")</li> <li>Movement on behaviour chart</li> <li>House/team point(s)</li> <li>Celebration assembly nomination</li> </ul>
Behaviour expectation for a specific child is exceeded <i>repeatedly or significantly</i> (e.g.	<ul style="list-style-type: none"> <li>Golden ticket/blue card</li> <li>Feedback to home/SLT</li> </ul>

<b>Consequences</b>	
<b>No (risk of) harm to the wellbeing or learning of other children</b>	
Behaviour expectation for a specific child is not (being) met without harm to the wellbeing or learning of others (e.g.	<ul style="list-style-type: none"> <li>Acknowledge/note/praise the behaviour of a peer (e.g. "I can see X has started their work.")</li> <li>Direct reminder to whole class and/or individual 1:1</li> </ul>
Behaviour expectation for a specific child is not (being) met over time/repeatedly/consistently without harm to the wellbeing or learning of others (e.g.	<ul style="list-style-type: none"> <li>Direct warning to whole class and/or individual 1:1</li> <li>Scripted de-escalation conversation</li> <li>Movement on behaviour chart/yellow card</li> <li>Time out of break/lunch to make good any loss of learning</li> </ul>
<b>(Risk of) harm to the wellbeing or learning of other children</b>	
Behaviour expectation for a specific child is not (being) met with a risk to or actual harm to the wellbeing or learning of others (e.g.	<ul style="list-style-type: none"> <li>Acknowledge/note/praise the behaviour of a peer (e.g. "I can see X has started their work.")</li> <li>Direct reminder to whole class and/or individual 1:1</li> <li>Scripted de-escalation conversation</li> <li>Scripted restorative conversation</li> <li>Movement on behaviour chart/yellow card</li> <li>Time out of break/lunch to make good any loss of learning</li> </ul>
Behaviour expectation for a specific child is not met <i>repeatedly or significantly</i> (e.g.	<ul style="list-style-type: none"> <li>Movement on behaviour chart/red card</li> <li>Scripted de-escalation/restoration</li> <li>Feedback to home/SLT and home of any children directly harmed</li> <li>Record on CPOMS</li> </ul>

## Appendix B – Scripted and restorative conversations

### Scripted

Scripted conversations and de-escalation prompts support behaviour which falls below expectation. These are always delivered quietly and privately with the child.

Examples include:

- 'I can see something's wrong'
- 'I'm here to help'
- 'I am here to listen if you would like to talk'
- 'Come with me and...'
- 'I noticed you are (having trouble getting started/wandering around the classroom/struggling to focus)'.
- 'It was the rule about (being ready/respectful/responsible) that you broke.'
- 'You have chosen to (get started with your work/remain focused)'.
- 'Do you remember last week (when you completed all your work/received a positive note)?'
- 'That's who I need to see today, thank you'.

**Restorative**

Restorative conversations take place when there has been an incident in class or on the playground (Y1-6). These are facilitated by an independent member of staff (or child) who was not involved in the incident.

All staff are required to use the 'Restorative Questions' when facilitating a conference, for example:

To respond to challenging behaviour	To help those harmed by others' actions
<ul style="list-style-type: none"> <li>- What happened?</li> <li>- What were you thinking about at the time?</li> <li>- What have your thoughts been since?</li> <li>- Who was affected by what you did? In what way have they been affected?</li> <li>- What do you think needs to happen to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you think when you realised what had happened?</li> <li>- What have your thoughts been since?</li> <li>- How has this affected you and others? • What has been the hardest thing for you?</li> <li>- What do you think needs to happen to make things right?</li> </ul>

Our final question always asks whether children think the issue has been resolved.

A resolution is expected to take place as a result of the conference. Children often need support in achieving their desired outcome and this happens through adults in school sharing outcomes and resolutions that the children have decided. Any on-going conflict is automatically shared with the class teacher. Restorative Practices is about encouraging children to be accountable for their actions and to take responsibility for repairing the harm caused.

**Appendix C – Behaviour outside school premises**

The vast majority of pupil behaviour covered by this policy occurs on school premises, during the school day. However, school staff may witness or have reported to them instances of behaviour off-site (e.g. on a school trip) and/or outside of school hours (e.g. when commuting to/from school).

### **What the law allows:**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Maintained schools behaviour policies should set out what the school will do in response to noncriminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

## **Appendix D – Reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff (all paid staff) may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these.

## Why Do We Use Touch?

Touch can play an important role in our duty to safeguard, support and develop children. It can provide comfort or be necessary to keep children safe. Staff may have cause to have physical contact with pupils for reasons such as:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (eg in PE, drama, etc)
- In an emergency to avert danger to the pupil(s)

Some children will not want to be touched. Staff will respect this.

## How Do We Use Touch?

- **Hugging** - at this school, we expect staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hand on the child's shoulder. The sideways on hug can be done either standing or sitting. If a child initiates a front-on hug, we turn it into a sideways hug as soon as possible. If a parent is working in school, then a 'front on' hug is appropriate with their own child.
- **Hand-Holding** - we recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we offer our hand or the hand hold is child initiated.
- **Lap Sitting** - at our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example a hand hold or school hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate. This may be different for very young pupils with specific developmental needs, which will be discussed and planned for in partnership with parents.
- **Guiding pupils and pupil safety** – staff have trained in therapeutic behaviour management and safe physical handling by the Norfolk Steps team. Pupils will be directed with words and guided using 'open mitts' (non-restrictive) as necessary. However, in line with our duty of care to the children, and in accordance with 'Use of Reasonable Force in Schools, DfE (2013)', any member of staff has the legal power to use reasonable force to ensure safety. Such intervention must be reasonable, proportionate and necessary.

## Reporting inappropriate touch

If a pupil attempts to engage in any inappropriate touch (eg lap sitting or front hugging), the member of staff involved will report this immediately to the headteacher in order to prevent any allegations of inappropriate physical contact.

If another member of staff suspects or witnesses inappropriate physical contact, whereby the member of staff is willingly involved, they will report this to the headteacher immediately.

The headteacher will keep a written record of all instances of reported inappropriate touch. Any allegations against staff will be dealt with as a matter of urgency in accordance with school procedures.