



Behaviour Policy

Our Vision

At Great Rollright, we believe that a Good Shepherd will love and take care of others; they will build a strong sense of shared identity and belonging with respect for every individual. This will be nurtured in an inclusive environment which promotes and celebrates diversity.

As a valued member of our school community, each child is enabled to build strong and lasting relationships in a loving, empathetic and trusting atmosphere and is taught the responsibility of self-discipline and respect for others.

Behaviour Policy

High expectations of behaviour develop respect, responsibility and positive relationships. Parameters of behaviour need to be discussed, agreed and set, thus ensuring the safety and well-being of all. Good behaviour is encouraged by having clear and simple rules, rewards for pupils, encouraging pupils to take responsibility for improving their own behaviour and that of others, using restorative justice and providing pastoral support for all pupils. To work, approaches have to be consistently and fairly implemented as part of a whole-school approach.

Specifically we aim to:

- Provide a safe and secure working environment in which respect is shared by staff and pupils alike. We strongly discourage calling out and interrupting others. Children are praised for waiting in turn to speak and listening to others politely.
 - Ensure the voice level in classrooms is appropriate to the task in hand. Pupils are not allowed to disrupt the work of others and any anti-social behaviour is dealt with promptly.
 - Help children develop a strong awareness of their own safety and that of others and respect each others' personal space.
 - Foster children's independence and self-discipline through a safe, secure environment.
 - Help children understand they must share and cannot always be chosen for a particular event, be the winner etc.
 - Develop children's awareness of the world around them and respect for property. Pupils learn the importance of tidying up after themselves. Classrooms are organised so that the youngest of our pupils are able to access equipment safely and also play their part in putting it away. Resources are clearly labelled and practical areas are organised in such a way that pupils can be independent.
 - Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions. Through Circle Time and our PSHE work children are given strategies to deal with aggression and to take responsibility for their actions.
 - Reinforce the need for respect, politeness and kindness to all members of the school community.
- At Great Rollright Primary we expect all members of the school community to say please and thank you and treat visitors with respect. We expect all adults to speak to children respectfully at all times and to model this through all interactions without exception.
- Ensure fair treatment for all. At Great Rollright Primary we maintain a positive atmosphere and promote a sense of community in which every child and adult is respected and valued.

Our definition of 'Acceptable' and 'Unacceptable' behaviour

Acceptable behaviour: We define acceptable behaviour as that which promotes respect, co-operation and consideration from all pupils in terms of their relationships with other pupils, teachers and other school staff, and with visitors or other persons within and outside of the school premises.

Unacceptable behaviour: We have identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, damage or theft to property belonging to another, bullying (including cyber bullying), harassment and all forms of prejudice-related behaviours (including bullying on the grounds of body image and other physical characteristics, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying).

Emotional Literacy

At Great Rollright, we actively teach Emotional Literacy through everything we do. This is the ability to feel and express emotions with real understanding, and with enough confidence to be open, honest and positive, even in difficult situations. For us, education is about much more than academic standards and we believe that Emotional Literacy is a fundamental building block our children need in order to grow into responsible members of their community.

How can do we teach the behaviour we want to see?

- **Relationships** – we work hard to develop good relationships with every child – this means they want to please us
- **Role modelling** - this is essential – for e.g. we have to show them how to 'play nicely' by playing with them
- **Consistency**
- **Routines** - but with flexible thinking referring to individual circumstances and quick wins
- **Prioritising positive behaviour** - really valued in every child – thanking them, proximal praise
- **Planning alternatives to antisocial behaviour**
- **Reward and positive reinforcement** -should be given freely and unexpectedly, not as a form of bribery
- **Feedback and recognition** - give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- **Comfort and forgiveness** - understanding and know that we will do it differently tomorrow
- **Ignoring** - unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours
- **Positive language** - tell children what you would like to see, not what you don't e.g. Please walk rather than don't run
- **Restorative Practice** - follow up the behaviour, it's impact and consequences at the appropriate time after regulation has taken place/provide strategies for further occurrences. Restorative approaches refer to a range of methods and strategies



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which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

The 'Golden Rules'

All members of our school community are encouraged to accept responsibility for maintaining excellent behaviour throughout the school day. Expectations of behaviour and our Golden Rules are agreed with all pupils at the beginning of each school year. These are displayed in all classrooms and are reinforced regularly during Circle Time and through Acts of Collective Worship.

We want Great Rollright School to be a place where being kind, gentle, honest, hardworking, careful and a good listener is valued and encouraged; we want our children to understand themselves as people with these qualities. These moral values underpin all the choices and decisions made by the school and its pupils. Our rules provide the expectation for everyone's behaviour and attitudes.

They are:

- Show LOVE by being kind, gentle and helpful
- Work hard, be your best and follow our 'Give me 5' instructions
- Tell the TRUTH
- Show RESPECT to everyone and everything
- Demonstrate COURAGE in doing the right thing and don't be afraid of mistakes

These rules are displayed in the hall and in every classroom. However, having a set of rules is useless if they are nothing more than good intentions. We establish them as accepted behaviour with the children fully understanding about them. We do this through:

- *Negotiation to establish the rules in each classroom every September. They are then regularly referred to throughout the year. Our rules are owned by the whole school and applied as consistently as possible.
- *Discussion in Circle Time
- *Catching children doing things right and using the words of the Golden Rules to reinforce the message
- *All adults setting the correct positive role model
- *Always using positive reinforcement in class, around school and in assemblies

Behaviour routines

- Getting everyone's attention – we use the 'Give me 5' signal across the school. This is a silent raised hand where the five fingers indicate – eyes on the speaker, quiet mouth, ears listening, hands free, sitting still.
(Parts of this may need adaptation for individual needs)
This signal is in line with C&I recommendations for supporting all children.
- End of breaktimes – the bell is rung at the end of each break time and all children are expected to stop playing and stand still quietly. The adult in charge will then call each house group in turn to walk quietly into school.
- Lunchtime routines – children enter the hall quietly and take places at house team tables. Grace is said when everyone is quiet. Children are then invited to line up to collect lunch by the adult in

charge. When lunch is finished and the table is tidy then the children are dismissed from the hall and leave quietly.

- Assemblies – children are expected to enter the hall silently and sit down in their class rows facing the whiteboard. After the final blessing, children are welcome to chat quietly as they leave the hall.
- Moving around school – we do not allow children to run around inside as this is dangerous. All adults are responsible for reminding children to walk.

PSHE

Through a planned approach to personal and social development using the Jigsaw scheme, it is our aim to effectively equip children with the skills, personal qualities and attributes needed to become independent, to develop positive relationships and learn about conflict resolution, make decisions, and take responsibility for themselves and their actions. We recognise that some children will need additional support and intervention to develop emotional literacy.

Listening support – ‘Talk time’

At Rollright we want to ensure that every child feels safe and happy in school, but sometimes there are reasons as to why children may find this difficult. Because of this, we provide ‘Talk time’ sessions in which children can explore these reasons with a dedicated member of staff and receive extra support where needed. It is unusual for a school the size of Great Rollright to have an adult regularly employed as a ‘listening ear’ but we feel the role is necessary as safe and happy children are our priority. ‘Talk time’ can boost confidence and self-esteem and provide children with the extra help needed to improve social skills and independence, meaning that they reach their full potential in the classroom and beyond. The aim is to help children manage situations and increase their skills to become more successful learners. Through communication Nurture activities aim to be fun and are centred around mutually respectful and warm relationships between adults and children. between teachers, parents and the child themselves we tailor sequences of sessions to support children.

Our Reward Systems

Celebration is an important part of building confidence in our learners. Each Friday we have a celebration assembly where children are awarded achievement certificates based on the 5 elements of being a Good Shepherd. There is also time for them to celebrate their achievements from home with the rest of the school. During the assembly, children can also be awarded ‘values’ stars which they are nominated for by other children as well as adults. The children themselves have developed part of the assembly to give their own rewards for the clubs they organise and run during lunchtimes. We also hold special class assemblies through the year for parents and friends who come to see a showcase of the learning which has happened in their child’s class.

As a school community we have agreed the following reward system:

- * Verbal praise from the class teacher/positive postcards
- * Praise from other teachers and/or the Head Teacher



- * Communication with parents
- * Class reward charts/displays, group effort or behaviour charts (working towards a group treat or reward)
- * House points
- * The Gold Book
- * The Tidy Cloakroom Award
- * Achievement stickers
- * A reward system which may be devised with the children
- * A head teacher's letter of commendation
- * A Governor Award (for outstanding Homework)
- * A Writing/Mathematics Award
- * Value Stars – given by adults and children
- * Bucket filling, kindness notes or Kindness trees to celebrate kind deeds
- * 'Always Club' breakfast
- * Playtime superhero award
- * The Good Shepherd Award

Our aim is to use extrinsic motivation as a form of celebration and to work on developing intrinsic motivation where children work hard to please the people they care about and for their own fulfilment.

Managing challenging behaviour

We use a range of strategies at Great Rollright to manage unwanted behaviour:

- Non-verbal messages - The Look, moving closer to the child who is not behaving appropriately, visual prompts such as finger to lips, frowning.
- Tactical or planned ignoring - The teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.
- Simple direction - Clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as asked.
- Question and feedback - Asking a prompt question to show that you have noticed inappropriate behaviour. 'What's happening here girls?' This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour.
- Time to think and consider choices - enabling a child to take responsibility for his/her own actions. The adult then moves away to give the child thinking or 'take-up time' before using the consequence if they continue to behave inappropriately.
 - Consequences - if the poor behaviour continues then a fair and consistent sanction will follow. Sanction of whole groups for an individual's actions are avoided and all consequences are in proportion to the offending behaviour. Teachers take an individualised approach to any sanction in order to make sure that it is appropriate e.g. unfinished work may be completed in a child's free time, scribbles may need to be cleaned from a table, 'time-out' may be used to give a child some thinking space.

Exit procedures - On rare occasions, when none of the strategies the teacher or other adult has used has been effective, it may be necessary for the child to be asked to work outside the classroom or be sent with a Teaching Assistant to the classroom of a member of the Leadership Team to work. If a child is

removed from class, the follow-up meeting where his/her re-entry is discussed is vitally important.

This table summarises our approach and the steps we work through. Appendix 4 has examples of appropriate conversations for a variety of scenarios.

STEP 1 REMINDER Positive phrasing	STEP 2 CAUTION with limited choice – on adult terms	STEP 3 TIME TO THINK	STEP 4 CONSEQUENCE
Non-verbal messages/Tactical ignoring Simple, clear direction/question - be assertive but do not engage in power struggle (Avoid demanding or cajoling language) Talk low, slow and quiet	Allow child to take responsibility – give an exit/choice which allows dignity Clear expectations and boundaries	Disempowering the behaviour and de-escalation Deflection and distraction can be helpful Give child a chance to calm down in a quiet space and make a good choice	Be prepared to listen. Be flexible in thought and response Show trust and authentic care and help child to resolve own problem Find out what a child might be feeling and why – is support needed? Make sure consequence is logical, reasonable and restorative Follow our restorative justice approach when appropriate

In the case of an incident which the Headteacher considers to be of a serious nature, then the following steps should be taken:

- Phone call/letter to parents/carers to notify them of any serious incidents of behaviour, in which their child has been involved.
- Provide support through Talk Time if appropriate
- Headteacher and class teacher to meet with parents to agree action to bring about improvement in behaviour.
- Referral to external agencies including Behaviour Support Service, Education Welfare Service, Psychology Service etc.
- Fixed-term or permanent exclusion – at all times following the Local Authority’s procedures.

Account must always be taken of the pupil’s age, any special education needs or disability they may have, and any religious requirements affecting them.

The Anti-Bullying Policy contains further details pertaining to incidents of bullying.

Restorative Justice

We believe children who have positive relationships with those around them will achieve their full potential. We therefore put the building, maintenance and repair of relationships at the heart of everything we do. In school, we all use the process of Restorative Justice so that children can have modelled and internalise the process of repair and reparation over and above the need for assigning blame and dispensing punishment. This approach is a huge investment of time but we believe that it is worthwhile.



Our aim at Rollright is to deal with incidents of disruptive or inappropriate behaviour in a way that avoids shame and punitive responses and punishments. We hope to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff. The child/children will be asked to consider their behaviour, its impact and how they can make the situation better. We aim to discuss wrong choices with the person(s) affected. If a child hurts or upsets another child, they will be asked the following questions:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- Who has been affected by what you did?
- How do you think they feel now?
- What do you think needs to happen next?

The person affected by the behaviour will be asked the following:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- What do you think needs to happen next?

These questions are in line with a restorative practice approach where the questions are neutral and non-judgemental. They require the children to reflect on who has been affected by the behaviour and how they can make it better as well as developing empathy. See Appendix 3.

Break times

During lesson times and playtimes when teachers are on duty each teacher will use their professional skills to resolve the issues and support all of those involved using the strategies outlined in this policy. However, if there is a challenging incident, such as a child is aggressive towards others or shows a total lack of respect for adults or children, then a teacher should involve the Head Teacher.

At lunchtimes those on duty should also use their professional skills to resolve challenging situations but must always send for support if necessary.

We use a report form to log any serious behaviour incident (appendix 1) and this is filed and reported on to Governors regularly.

Involvement of the SENDCO

With children who have learning difficulties or particular emotional and behavioural issues, the SENDCO will also be involved. It may be that the agreed system of rewards and sanctions is not suitable for certain children and alternative strategies are used following the child's I.S.P. The involvement of outside agencies may then be considered, with parental agreement.

For children who have social, emotional or mental health needs extra support will be put in place. This is evident in many ways for example; visual support for time tables, nurture times, personalized reward systems. In addition, a referral may be made by the SENDCO and extra support sought after from outside agencies with parental consent.

The Headteacher and SENDCO will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the school's

Safeguarding Policy will be followed. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is appropriate.

Power to Discipline beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be brought to the attention of the Headteacher who will follow-up the incident in-line with procedures agreed within this Policy.

The teacher may discipline a pupil for:

- Any misbehaviour when the child is:
Taking part in any school-organised or school-related activity
Travelling to or from school
Wearing school uniform

In some other way identifiable as a pupil at the school

- Misbehaviour at any time, whether or not the conditions above apply, that:
Could have repercussions for the orderly running of the school
Poses a threat to another pupil or member of the public
Could adversely affect the reputation of the school

If teachers witness unacceptable behaviour outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the pupil/s should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. The Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding Policy.

Screening and Searching

Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Power to Use Reasonable Force

The legal provisions on school discipline also provide members of staff with 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. Staff should make themselves familiar with DfE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'. We aim to have at least two members of staff who have been 'Team Teach' trained at all times.

Pastoral Care for Staff Accused of Misconduct



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The Headteacher in consultation with the Chair of Governors, will contact the Local Authority's Safeguarding Team and draw on DFE guidance 'Dealing with Allegations of Abuse Against Teachers and Other Staff' in cases of allegations that a member of staff (including volunteers):

- Has behaved in a way that has harmed a child
- May have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children

Any such allegation will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. A member of staff who has been accused of misconduct will not automatically be suspended, pending an investigation.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Sexual Violence and Harassment

Sexual violence

This means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping Children Safe In Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Therefore, pupils at Great Rollright are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

All staff are aware of, and will respond appropriately to all reports and concerns, including those outside the school and or online. There is a paper-based form for recording these incidents which are filled in by the appropriate member of staff and then given to the head teacher. See appendix 1/2

Great Rollright staff are aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys"

- challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
- communication barriers and difficulties overcoming these barriers. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENCOs)

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told. The school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with their child protection policy. They should not assume that someone else is responding to any incident or concern. If in any doubt, they should speak to the designated safeguarding lead (or a deputy).

Child on child abuse (see separate policy for detail in this area)

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party



The staff at school are aware that:

- Safeguarding issues can manifest in peer-on-peer abuse
- Technology is a significant component in many safeguarding and wellbeing issues
- Children are at risk of both online abuse and face to face abuse, both of which can take place inside and outside of school
- Children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content

The school will decide how to respond to an incident on a case by case basis. Factors such as the age, frequency and nature of the incident will be taken into account. The response to each incident should be proportionate. A 'lower-level' incident such as a sexist comment may be addressed through the curriculum, a circle time and the ongoing ways that the school promotes respect.

Other appropriate sanctions include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion (in a very severe case)

Whilst these kinds of incidents will not be tolerated, we will always support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour. We will also take the wishes of the victims into account but the final decisions about what happens next will be made by the Headteacher. Incidents involving sexist remarks will be logged using the 'Bullying and discriminatory language form' and then given to the head teacher. See appendix 3.

Roles in behaviour management

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour.

The Role of Pupils

Pupils are encouraged to manage their own behaviour and understand that there are right and wrong choices. It is very important to educate the whole child, and by giving them responsibility and encouraging self-discipline, we are preparing them as citizens of the future. Pupils should understand that disliking behaviours and attitudes is separate from disliking individuals and that the implementation of sanctions does not mean that the pupil is disliked, merely the behaviour. We encourage children to take responsibility for their own learning and to discuss their targets and expectations with their teachers. We give older pupils the opportunity to act as good role models. Through after-school clubs and activities, we offer pupils the chance to further interests and talents - thereby focusing on the whole child, rather than purely academic success. Through our programme for PSHE pupils have an

understanding of their differences and similarities, but most importantly their own self-worth. Children are encouraged to take an active part in our local community - for example visiting the elderly residents in care homes, contributing toward food parcels at Harvest, regular donations to the Food Bank and supporting other charity events.

The Role of Staff

All members of staff working in school are expected to discipline pupils for misbehaviour following agreed strategies and practices. Staff understand that to promote positive behaviour they should:

- Support the maintenance of an emotionally safe, calm and positive working environment
- Get to know children as individuals and to understand them well
- Praise children regularly for positive behaviour and effort
- Use rewards and sanctions clearly and consistently
- Be a good role model
- Have fair and consistent expectations
- Involve children in setting targets and expectations for the class and individuals
- Be aware of vulnerable children, and avoid labelling
- Deal firmly but fairly with any inappropriate behaviour, calling on the support of senior staff if appropriate
- Be aware of any particular problems which are happening outside school which may affect a child's behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises and in such cases will follow government guidance.

The Role of Parents and Carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Early working relationships are established through Induction meetings with the Headteacher and key members of staff. At these meetings, expectations in terms of work and behaviour are shared with parents. We have an open-door policy and parents are encouraged to come in and discuss any issues with the teaching staff.

Parents are welcomed as additional volunteers within the classroom. However, we actively discourage parents helping in their own child's class as this can have a negative effect for both the parent and child. Our parents need to help the school by encouraging pupils to develop attitudes of self-respect, self-discipline and honesty. They should encourage pupils to complete homework regularly and to take pride in their learning.

We believe that parents and carers are a crucial part of the support team for the child at school. We review and then ask all parents to sign our Home/School Agreement annually to demonstrate their support for the school and all of its policies. We want parents and carers to fully understand how we develop positive quality relationships at school and how we promote good behaviour. We also want them to understand our system for managing challenging behaviour or a poor attitude to learning. We will keep parents informed of situations where the headteacher has been involved.



The Role of the Headteacher

It is the role of the Headteacher to ensure the health and safety of every child in her care including having a strong Behaviour Policy to support staff in managing behaviour.

The law says the Headteacher must:

- Set out measures in the Behaviour Policy which aim to:
 - o Promote good behaviour, self-discipline and respect
 - o Prevent bullying
 - o Ensure that pupils complete assigned work
 - o Regulate the conduct of pupils
- Take account of the Governing Body's statement of behaviour principles.
- Publicise the school Behaviour Policy, in writing, to staff, parents and pupils.
- Set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against staff.
- Ensure the standard of behaviour expected of all pupils is included in the school's Home-school Agreement which parents must be asked to sign following their child's admission to school.
- Acknowledge the school's legal duties under the Equality Act 2010 in respect of pupils with SEND.

Behaviour Incident Reports are monitored by our Link Safeguarding Governor each term. The findings, including any particular patterns of behaviour are reported back to the full Governing Body in the Headteacher's Report.

Any more serious misconduct may lead to fixed-term exclusions and LA guidance will be followed in these exceptional circumstances.

The Role of the Governing Body

The law says that Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The governors support the Headteacher in implementing the Policy and being aware of its effectiveness.

Specifically, the Governing Body should:

- Provide clear advice and guidance to the Headteacher on which she can base the school's Behaviour Policy. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. They must not include 'no search' or 'no contact' policies in their guidance.
- Through the Behaviour Policy help members of staff better understand the extent of their powers and how to use them.
- Instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse Against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- Ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Recording details of behaviour incidents

All incidents of significant unacceptable behaviour are recorded on Behaviour Incident Recording Forms (bullying, sexist and racist incidents are recorded on a separate Incident Form). Forms are located in the staff room and should be completed by the member of staff witnessing the behaviour, or to whom the incident was reported. When complete, forms should be passed to the Headteacher who will file them in the 'Behaviour File' kept in her office. If unacceptable behaviour continues for a particular child, the class teacher or Head will notify the parents of the child/ren concerned and seek their support in bringing about improved behaviour. The Behaviour File is used to identify issues and patterns, and to support appropriate intervention; it is monitored termly by the Link Governor for Safeguarding in terms of:

- Type of incident (including prejudice-related incidents)
- Critical days/times in the week
- Critical places within the school and grounds
- Pupils involved
- Profile of pupils involved (ethnicity, gender, disability, age, SEN)
- Outcomes

In the case of serious incidents of unacceptable behaviour, an investigation will be conducted by the class teacher and Headteacher. All records will be filed with the Incident Form. Parents/carers of both the targeted child/ren and the aggressor will be contacted promptly to notify them of the incident, and to offer/seek support. The school will notify the police and other relevant bodies, of incidents where it is appropriate to do so. All referrals to external agencies will be made by the Headteacher, Deputy or SENCO.

The school reports details of racist incidents in accordance with statutory duties to the governors and Local Authority.

Monitoring and review

It will be important to know that our policy is working effectively and the extent to which it is having an impact on promoting positive behaviour, and in tackling and avoiding bullying. Discussions on behaviour will take place regularly at staff meetings. Pupils' views need to be expressed through child focused discussions, pupil questionnaires and the School Council. Parental views will be obtained through the Annual Parent Questionnaire. As a school community we need to make sure that we are all following a consistent approach to promoting positive behaviour in our school.

This policy was agreed at a full governing body meeting – Autumn 2022.
It is reviewed annually.

Signed
Chair of Governors



Appendix 1

Behaviour log

PUPIL'S NAME:

NAME OF STAFF MEMBER REPORTING THE INCIDENT:

DATE:

WHERE DID THE INCIDENT TAKE PLACE?

WHEN DID THE INCIDENT TAKE PLACE?
(BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)

WHAT HAPPENED?

WHO WAS INVOLVED?

WHAT ACTIONS WERE TAKEN?

IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS

PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):

Appendix 2

Bullying and Discriminatory Incident Recording Form

All incidents will be reported to governors and OCC if appropriate.

Type of bullying:

Young carers Looked after children Verbal abuse (pupil / teacher)
Appearance or health condition
Race, Religion or Culture Theft / taking property
SEN or Disabilities Cyber bullying
Sexist or Sexual, incl. transgender phobia Emotional bullying
Sexual Orientation (homophobia)
Alleged Assault Written derogatory comments, incl. graffiti
Other (record in description below)

Date:

Time:

Locality:

Description of what happened:

Pupils Involved (Year SEN Disability Ethnic Group)

Child who is bullying:

Target of the bullying:

Witness



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Member of staff recording the incident:

Role:

Action Taken:

Have you had contact with the parent of the child who is doing the bullying?

If Yes, by phone / letter? Date of contact:

Have you had contact with the parent of the child who is the target of the bullying?

If Yes, by phone / letter? Date of contact:

Are any other agencies involved? If Yes, which agencies?

Does the incident require a multi-agency response?

If Yes, or other agencies already involved, and the incident was prejudice-motivated, consult County Council as to whether a Hate Crime Report is appropriate.

Signed:

Name:

Signed Headteacher:

Date:

Resolved

Unresolved

Further intervention needed?

Appendix 3

Restorative Conversation Outline

Introduction Introductions & Context Purpose of the Meeting – we are here to talk about what happened when Role of facilitator – Impartial, not there to blame or take sides Expectations – Confidentiality – explain exceptions
Step 1: Hearing the narrative What happened? And then? What happened next? Go on? Tell me more? (hearing the whole story, minimal encouragers, body language, the echo, etc.)
Step 2: Thoughts and feelings – Suggested key moments for person <i>Key Moment 1: If I could take you back to when _____, what were you thinking at that moment? How were you feeling?</i> <i>Key Moment 2: ‘And when _____, what were you thinking about then?’ ‘How were you feeling?’</i> <i>Key Moment 3: ‘Right after _____ what were you thinking then?’ ‘How were you feeling?’</i> <i>Key Moment 4: ‘Looking back on what happened now, what are your thoughts about what took place?’ ‘How do you feel about what happened now?’</i>
Step 3: Ripples of harm <i>Who’s been affected? How do you think they might have been affected?</i> <i>What’s been the hardest thing for you?</i>
Step 4: Needs <i>What do you need to feel better?</i> <i>It sounds like you need.....?</i>
Step 5 Ways forward <i>What needs to happen to move things forward/put things right?</i> Facilitator clarifies a SMART agreement Clarify sharing of information & permissions Offer choice /clarify that what happens next is voluntary



Restorative Meeting Outline – Bullet point version

Stage 1 Introduction and Welcome <ul style="list-style-type: none">• Welcome – thanks for coming• Focus of meeting – incident• Chosen to be there• Guidelines for meeting<ul style="list-style-type: none">✓ Everyone has a chance to have their say✓ Respectful language✓ Confidentiality✓ Time out if needed✓ Honest and gentle✓ Start by looking back and then how to go forward
<ul style="list-style-type: none">• Stage 2 – Hearing Everyone’s Stories Steps 1 – 3
Person who caused harm <ul style="list-style-type: none">• What happened? next? And then?• Visit thoughts and feelings at key moments ending with now• Who else has been affected? How?
Person harmed <ul style="list-style-type: none">• What happened? next? And then?• Visit thoughts and feelings at key moments ending with now• Who else has been affected? How?• What’s been the hardest thing for you?
Stage 3: Transition/Opportunity for Apology <p>To person who caused harm: Is there anything you would like to say at this point? To person harmed: Is there anything you would like to say at this point?</p>
Stage 4: Exploring Needs <p>To person who caused harm: What do you need to feel better? (Sounds like you need.....?) To person harmed: What do you need to feel better? (Sounds like you need.....?)</p>
Stage 5: Ways forward <p>To person who caused harm: What needs to happen to move things forward? To person harmed: What needs to happen to move things forward?</p> SMART agreement Written agreement or contract? Review?
Stage 6: Closing the Meeting <p>To person who caused harm: What do you hope will come out of this meeting? To person harmed: What do you hope will come out of the meeting? Thank you for coming and goodbye</p>

Quick Restorative Enquiry

What happened?

What were you thinking when it happened?

... and how were you feeling?

How are you feeling now?

Who else has been affected?

What has been the hardest thing for you?

What do you need to feel better?

What needs to happen to put things right / fix it up?



Below is a breakdown of some types of challenging behaviour and the type of response we use.

Unsocial Behaviour (referred to as 'difficult')

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

(Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.)

Behaviour	STEP 1 - REMINDER Positive phrasing	STEP 2 CAUTION with limited choice – on adult terms	STEP 3 TIME TO THINK	STEP 4 CONSEQUENCE
	<p>Non-verbal messages/Tactical ignoring</p> <p>Simple, clear direction/ question - be assertive but do not engage in power struggle</p> <p>(Avoid demanding or cajoling language)</p> <p>Talk low, slow and quiet</p>	<p>Allow child to take responsibility – give an exit/choice which allows dignity</p> <p>Clear expectations and boundaries</p>	<p>Disempowering the behaviour and de-escalation</p> <p>Deflection and distraction can be helpful</p> <p>Give child a chance to calm down in a quiet space and make a good choice</p>	<p>Be prepared to listen. Be flexible in thought and response</p> <p>Show trust and authentic care and help child to resolve own problem</p> <p>Find out what a child might be feeling and why – is support needed?</p> <p>Make sure consequence is logical, reasonable and restorative</p> <p>Follow our restorative justice approach when appropriate</p>
Leaving table without permission	<p>'Please stay seated in your chair(name)'</p> <p>'Who else can I see sitting well at their table?'</p> <p>'What should you be doing?'</p>	<p>'Are you going to sit on your own or with the group?'</p> <p>'Would you like to sit on a chair at this table or this table?'</p>	<p>'You can listen to the instructions/story from there.'</p>	<p>'We will check you understand how to ..before you go out to break.'</p>
Leaving carpet during input without permission	<p>'I can see you may not be comfortable there but please stay until we have finished.'</p>	<p>'Would you like to sit here on the carpet, at your table or next to me?'</p>	<p>'You can listen to the instructions/story from there.'</p>	<p>'We will check you understand how to ..before you go out to break.'</p>
Refusing to complete work set	<p>'I know you want to do ... first I need you to Then you can....'</p>	<p>'I can see you are not ready to do Maths now, so we can do ... or</p>	<p>'You can choose to finish it later.'</p>	<p>Completion of task</p> <p>Differentiated curriculum – possibly practical/creative to</p>

	<p>'Can you tell me.../show me'</p>	<p>.... And come back to Maths when you are ready.'</p> <p>'Let's see if we can do this in the book corner?'</p> <p>'I wonder if we will be faster at this at the table or in the book corner?'</p> <p>'Are you starting your work with the words or the picture?'</p> <p>'You can work with a friend or on your own.'</p>		<p>encourage engagement in class</p>
<p>Refusing to get changed for PE</p>	<p>'I know you don't want to get changed for PE so this time take off your shoes and socks to be safe.'</p>	<p>'Are you going to change all your kit or just shoes and socks?'</p> <p>'You can choose to get changed here or in the cloakroom.'</p>	<p>'Well done to everyone getting changed quickly and safely for PE.'</p>	
<p>Refusal to do PE</p>	<p>'I can see you are not ready to join in with PE now so you can join in with the middle/end bit.'</p>		<p>'You can do a lesson with another class later if you prefer?'</p>	<p>'Before break we will talk about the bits you find difficult in PE.'</p>
<p>Not listening to/following instructions</p>	<p>'I can see that you are not choosing to listen at the moment. Would you like me to explain again after the lesson?'</p> <p>'Well done to everyone for stopping (PE) when asked – this is the safe way to do PE.'</p> <p>'Fantastic listening from ... I like the way you are staying still and listening so you can follow my instructions.'</p>		<p>'You can choose to have another go later.'</p>	<p>'We will check you understand how to before you go out to break.'</p>



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Choosing to do another activity than the one set	'I can see you are choosing to .. now rather than If you do this first then you can do that later.'	'You can choose to do this now or later.'	'You can choose to do this later when the others are'	'We will check you understand how to before you go out to break.'
Rocking on chair	'Put all 4 legs on the floor.'	'Would you prefer to sit on the chair or the carpet?'		'We may need to practice how to sit on the chair at breaktime.'
Calling out/talking to friends	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see that you are not choosing to listen at the moment. Would you like me to explain again after the lesson?'			'We will check you understand how to before you go out to break.'
Playing/fiddling with equipment (may be necessary)	'I can see you want to fiddle with – it may be distracting others.' 'Put the on the table.'	'Put it on the table or give it to me.'		
Not sitting appropriately for learning	'You need to sit up at the table for this lesson. You can sit like later for story time.'			

Antisocial Behaviour (some are referred to as 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.
Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
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Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)
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It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

Behaviour	STEP 1 - REMINDER Positive phrasing	STEP 2 CAUTION with limited choice – on adult terms	STEP 3 TIME TO THINK	STEP 4 CONSEQUENCE
	Non-verbal messages/Tactical ignoring Simple, clear direction/question - be assertive but do not engage in power struggle (Avoid demanding or cajoling language) Talk low, slow and quiet	Allow child to take responsibility – give an exit/choice which allows dignity Clear expectations and boundaries	Disempowering the behaviour and de-escalation Deflection and distraction can be helpful Give child a chance to calm down in a quiet space and make a good choice	Be prepared to listen. Be flexible in thought and response Show trust and authentic care and help child to resolve own problem Find out what a child might be feeling and why – is support needed? Make sure consequence is logical, reasonable and restorative Follow our restorative justice approach when appropriate
Continued interruptions/aggressive calling out	'I can see you are not ready to learn. When you are ready	'We can talk about ensuring others are	If the interruptions are valid and the pupil is	Conversation and exploration



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<p>Answering back/mimicking</p>	<p>we can talk about the learning before you go out to break.'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'I can see you know the answer but at the moment it is turn to share their thoughts.'</p>	<p>able to learn when you are ready.'</p> <p>'Would you like to talk to me or?'</p>	<p>very keen ensure they understand the rules of conversation,</p> <p>Ignore and speak to child later.</p>	
<p>Swearing/name calling/lying</p>	<p>'I can see that you are not happy at the moment.'</p> <p>'We can talk when you are ready.'</p>	<p>'We will carry on when you are ready.'</p> <p>'When you are ready we can talk here or in'</p>	<p>'I can see you are not happy. When you are ready to speak to me properly I will listen'</p>	<p>Conversation and exploration.</p> <p>'Thank you for telling me how you are feeling – if you tell me more I can help'</p>
<p>Refusal to carry out an adult request</p>	<p>'Put the pen on the table'</p> <p>'I can see you are not ready to do this right now.'</p> <p>'I can see something is wrong. If you want to talk, I</p>	<p>'Walk with me to the library or the Dell'</p> <p>'I wonder if this is happening because something has upset you?'</p>		<p>Rehearsing and practising</p> <p>Task completion</p>

	will listen – I am here to help’			
Distracting others by shouting/banging etc	‘I can see you are not happy at the moment.’	‘When you are ready we can talk here or’	‘I can see you are not happy. When you are ready to speak to me properly I will listen’	Rehearsing and practising Completing tasks
Leaving classroom without permission	‘I can see you are not happy at the moment.’	‘Come back into the room when you are ready and we can talk here or ...’ ‘You can come and find me when you are ready.’	‘I can see you are not happy. When you are ready to speak to me properly I will listen’ ‘Thank you for telling me the truth’	Creation of safe space Identify early warning signs
Damage to property	‘I can see you are not happy at the moment.’	‘When you are ready we can talk here or’		Assisting with repairs
Stealing	‘I can see that you have taken something that does not belong to you.’	‘When you are ready to return it you can give it to me or out it’		Research real world implications
Leaving the school building/premises	‘ I am not chasing you. I’ll be standing here to make sure you are safe. When you come in	‘I can see something is wrong. Do you want to come inside and talk to’		Conversations and exploration Possible limit to outside space Escort in free times



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	we can solve the problem.’ ‘You have left the school premises and so I am calling the police.’			Restricted off-site activities
Spitting, hair pulling, pushing, scratching, pinching, hitting, kicking, fighting, biting, punching, throwing furniture, physical or verbal bullying	‘Your actions have hurt use your words and I will listen.’	‘I can see something is wrong. Do you want to come inside and talk to’	‘I am here to help’ ‘Talk and I will listen’ ‘Thank you for telling me how you feel’ ‘I can understand how that could be annoying’	Limit to outside time Escort Restricted off site activities Differentiated teaching space Restorative conversation