



## Long Sutton Church of England Primary School

### Behaviour Policy

Date of Last Review	Date of Next Review
September 2022	September 2024
Responsibility for Review and Monitoring / Auditing	
Headteacher in partnership with the Full Governing Body Monitored by the Full Governing Body	
Purpose	
To outline our approach to promoting and achieving high standards of behaviour	

## Statement of Principles & Intent

The principles of this policy are to be applied through a clear and consistent approach, which enables all children to flourish. The Governing Body have agreed the following principles which form the foundations of our approach.

- The school's approach is consistent with the values of love, courage and hope
- High expectations have a positive influence on behaviour; setting high expectations, recognising when children do well and focussing on positives are the main approaches
- Strong relationships enable children to feel safe, secure and valued and lead to a strong sense of belonging and high self-esteem
- Good behaviour needs to be taught explicitly and within a clear framework
- Restorative practices following incidents of poor behaviour or conflict enable children to make progress and do better next time
- Strong communication and a close partnership with parents are integral to the school's approach
- All behaviour is a form of communication and understanding the reasons behind negative behaviour is crucial in providing the right support
- The school's approach allows for flexibility within a clear framework, so that children are treated equitably and those with individual needs are supported in order to make progress and be successful

### The Impact of our Vision & Values on this policy

#### Our Values:

**LOVE COURAGE & HOPE**

#### Our Vision:

**Through our core Christian values of Love, Courage & Hope, we nurture, encourage and challenge each unique child to be kind, be respectful and be the best they can be.**

At Long Sutton Church of England Primary School, we aim to provide rich, memorable learning experiences which build character in each individual child. Strong relationships underpin all we do in our small church school, where we value and respect each other's uniqueness. We provide the space for all children to flourish and be the best they can be. Our broad curriculum inspires great learning through engagement with the outdoor environment and enables our children to develop positive emotional and mental health and an understanding of their place in the wider world. Our children are nurtured and challenged to become resilient learners with high aspirations.

#### How our vision & values impact this policy:

**Love** is shown through acts of kindness to each other in every aspect of school life; through having unconditional positive regard for each other. Restoring relationships and offering forgiveness takes **courage** but is essential in order for children to make progress and learn to live well together. There is always the **hope** of turning things around and making a fresh start when mistakes are made. Through establishing strong relationships and modelling **kindness** and **respect**, we support children to **be the best they can be** and make progress in their personal development.

## Our Values & Rules

### LOVE, COURAGE & HOPE



**Be Kind**  
**Be Respectful**  
**Be the Best You Can Be**

We believe it is the right of every individual in our school to be treated with kindness and respect and to be nurtured and encouraged to be the best they can be. In turn, we expect every individual to follow our three school rules and to take responsibility for their own behaviour when they fall short of these rules.

We strive for kindness and respect to be visible across all aspects of school life and for our approach to be consistent across all parts of the school. In order to achieve visible kindness, visible respect and visible consistency, we focus on teaching children how to be kind and respectful, through the use of agreed and consistent language and a clear and simple framework for managing behaviour. We aim to promote, model, recognise and celebrate our values and rules in an all areas of school life.

To make our values and rules memorable and visible for all children and staff, every classroom will have on display our values of Love, Courage and Hope and the 'Behaviour Bee' rules. When praising good behaviour and addressing poor behaviour, staff use the language of our values and rules so that children develop their understanding of what it means to live out the school values and rules and can learn to make the best choices in terms of their behaviour.

We talk regularly with the children about what it means to show love, courage and hope, and how to 'be kind, be respectful and be the best you can be' in all aspects of school life. These discussions take place at whole school, class, group and individual levels, allowing children to gradually develop their understanding of what good behaviour looks like at an age-appropriate level and develop a strong understanding over time. We use positive language and refer to our values and rules on display around the school when celebrating good choices or reflecting on wrong choices.

### Recognition & Celebration

Specific, verbal praise at the point of the good behaviour is always used as the primary approach, so that children receive instant recognition for doing well. In addition, we have several more formal ways in which we recognise and celebrate our children's achievements.

<b>Daily / Regular Recognition</b>	<b>Weekly Recognition</b>	<b>Half-Termly / Termly Recognition</b>
Verbal Praise  Positive Postcards  Class Lego Bricks (leading to a class reward)  Individual House Points	House Point Celebration  'Good News' visits to the Headteacher & celebration in Collective Worship  Photocopied Good News work sent home with a Good	Headteacher Award Certificates (for any aspect of school life & learning, with particular reference to school values, rules & learning gems)  Ambassador Badges (for living out our school values & rules)

	News postcard from the Headteacher	Headteacher Tea Party Termly trophies / shields
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### Behaviour Incidents

By 'Behaviour incidents,' we mean any situation in which we feel it is appropriate or necessary to approach a child about their behaviour, due to that behaviour falling short of our high expectations. Some behaviour incidents will be recorded and require further follow-up whereas others may be dealt with 'in the moment' and not taken any further. Behaviour incidents could be between children or by children to staff and may include: verbal incidents such as name calling or unkind remarks; physical incidents such as rough play going too far or intentional hurting of another child; behaviour which distracts or disrupts the learning of other children; refusal or defiance; damaging school property.

### Restorative Practices & Restorative Conversations

Restorative practices are a central part of our approach. A restorative approach prioritises relationships, with the overarching aim of improving children's relationships and behaviour over time. When behaviour incidents occur, a **restorative conversation** is often used to resolve conflict.

Restorative conversations enable children to:

- feel that they have a voice and are listened to
- talk about thoughts and feelings related to behaviour incidents
- reflect on the impact of their behaviour on others & thereby develop empathy
- learn from their mistakes
- do better next time
- resolve conflict and repair relationships
- reduce feelings of resentment

A restorative conversation involves talking to both / all children involved in a behaviour incident. Reflective questions are asked to everyone involved, with the aim of removing blame and resentment, thus reducing the risk of a further behaviour incident occurring between the children involved. (See Appendix 3 for our restorative conversation prompts)

### Actions & Consequences

Sometimes, consequences are necessary in order to help children improve their behaviour next time. We use 'natural consequences' and choices as part of our approach. When children's behaviour does not meet our expectations, we give them the chance to turn things around and make better choices, using the system outlined in the Behaviour Flow Chart in Appendix 1. The flow chart is displayed in every classroom and in other appropriate areas around school. The same principles are used on the playground / outdoors and in the hall, with appropriate adjustments to suit the environment, as outlined in Appendix 2.

Consequences for poor behaviour include being sent to the Headteacher or another member of staff, contacting parents or the loss of playtime / privilege time. Where the loss of playtime, lunchtime or other privilege time is used as a consequence, we aim to use the time purposefully where possible, for example: to reflect on the impact of the choices made and discuss how better choices could be made next time; to hold a restorative conversation; to complete work missed due to poor behaviour.

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There may be times when more immediate action is required, for example when a child is at risk of hurting themselves or others, or is causing significant disruption, and it is not appropriate to go through the Behaviour Flowchart. In these occasional, more extreme situations, we use a variety of approaches and strategies, including:

- 1) Using de-escalation techniques to diffuse situations or prevent them escalating further; we ensure children have fully de-escalated before addressing the behaviour incident.
- 2) Removing the 'audience' by moving the child away from other children, or if necessary, in exceptional circumstances, moving the rest of the class / other children away from the child.
- 3) Removing any furniture or objects from the environment in order to keep children safe.

### Recording & Reporting

We use the CPOMs secure online monitoring system to record incidents of poor behaviour where certain criteria are met. Staff use their professional discretion and judgement to decide whether or not it is appropriate and necessary to record an incident on CPOMs, with the main criteria for recording being:

- Physical incidents (child to child or child to staff)
- Significant verbal abuse or rudeness (child to child or child to staff)
- Significant refusal or defiance
- Significant disruptive behaviour
- Where recording the incident will be useful in building evidence for children requiring additional support
- Where the incident raises any concerns around Safeguarding & Child Protection

An ABCC (Antecedent, Behaviour, Consequence, Communication) form is used within CPOMs for every behaviour incident recorded, in order to focus on the underlying communication.

**Antecedent:** The context which lead to the behaviour incident; this often helps to identify the trigger for the behaviour.

**Behaviour:** The behaviour exhibited by the child.

**Consequence:** The natural consequence or impact of the behaviour on the child or children involved or on a staff member; could include physical or emotional harm caused, or disruption caused. (The term consequence in the ABCC sequence in this context does not refer to a consequence / sanction applied by staff after the event).

**Communication:** The underlying emotion or message being communicated through the behaviour (examples might include: failure avoidance; embarrassment; a dislike or fear of something; emotional dysregulation), as all behaviour is a form of communication. These are often recorded in 1<sup>st</sup> person e.g. "I don't like tidying up," or "I find it hard when someone says no to me." It is not always possible to identify what is being communicated, in which case it may be recorded as 'unknown.'

All behaviour incidents recorded on CPOMs are reviewed by a senior member of staff and any necessary actions are taken and recorded.

School staff use their professional discretion to decide under which circumstances to report incidents to parents & carers. We use our knowledge of the child and family as part of this decision process. Where it is considered necessary to report incidents to parents and carers, this includes parents and carers of any harmed children, as well as the children displaying the poor behaviour and the incidents. Significant physical and verbal

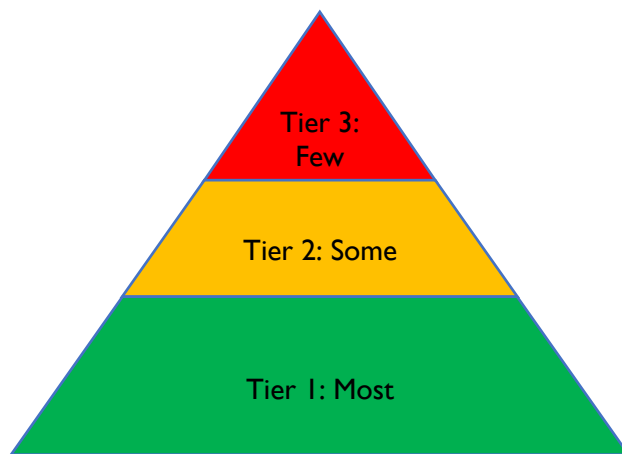
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incidents will usually be reported to parents and carers and this takes place as soon as practically possible, and usually on the same day as the incident. The school will not report incidents to parents and carers where doing so could put the child at risk of significant harm, in line with our Safeguarding & Child Protection Policies.

### Curriculum Links

Our curriculum provides structured opportunities for all children to explore a wide range of moral and behavioural issues. Our core Christian values of Love, Courage & Hope influence our curriculum choices and our PSHE and Relationship Education curriculum provide regular opportunities for children to make progress with their behaviour and in their relationships, notably through the 'Heartsmart' programme. All adults encourage positive behaviour by teaching and reinforcing the school's core Christian values and school rules. We aim to use any incidents of poor behaviour as a learning opportunity, helping children to reflect on their choices in order to make better choices next time. Our Curriculum Vision Statement and PSHE Vision Statement provide more detail about our curriculum intent, implementation and impact in the area of Personal Development, Behaviour and Attitudes, including our chosen resources.

### A Graduated Approach



We believe that our core approach will allow most children to be successful, however some children require a flexible approach which still sits within our universal system. In order to meet their needs, help children to make progress and ensure an equitable system for all, a graduated response to behaviour support allows staff to support children according to their current level of need and from their own individual starting point. Appendix 4 outlines our key approaches and strategies for supporting children at each tier.

### Roles and Responsibilities

Our children are responsible for:

- Following the school rules and expectations
- Showing good learning behaviours
- Following instructions from school staff
- Being kind and respectful to everyone in the community
- Respecting difference and individuality
- Giving each other a fresh start
- Allowing others to learn
- Understanding that some children will need a different approach
- Behaving as positive ambassadors for the school

Our parents/carers are responsible for:

- Being a positive role-model for their children
- Promoting their child's sense of belonging in the school community and readiness to learn through good attendance, punctuality, providing correct uniform and equipment
- Supporting the principles and implementation of this policy
- Fostering their child's awareness of appropriate behaviour
- Participating in school meetings to support their child

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- Building positive relationships with school staff and keeping us informed of circumstances which may impact their personal, social and emotional development

Our staff are responsible for:

- Applying the expectations and requirements set out in this policy to achieve a consistent and collective approach across the school
- Being a positive role model through modelling and upholding the school values and rules
- Developing a strong relationship with every child they work with
- Setting high expectations and being consistent in reinforcing these
- Viewing good behaviour as a set of skills which need to be explicitly taught
- Focussing on progress and celebrating children's individual journeys in their personal development
- Using restorative approaches to resolve situations of conflict
- Developing an understanding of what children are trying to communicate through their behaviour
- Ensuring that incidents are recorded and reported following the school procedures
- Being reflective and adaptable and seeking support from colleagues as required
- Building positive relationships with parents and communicating with them effectively
- Working with external professionals and agencies in order to support children to make progress in their personal development

Our Governing Body responsible for:

- Setting and agreeing the principles on which this policy is based
- Reviewing and approving this policy
- Monitoring the implementation and impact of this policy

## Exclusion

Long Sutton C of E Primary School seeks to avoid exclusions. Fixed Term or Permanent exclusions take place only for very serious incidents or when other strategies have been tried and have failed over time. In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. A formal internal exclusion may often be more appropriate than a fixed term exclusion. Internal exclusion could involve a child being excluded from the classroom or from the playground for a fixed time. Reintegration is a key aim within the any internal or fixed-term exclusion and a reintegration process will always be followed.

When considering the use of a fixed term or permanent exclusion, our school follows the guidance from the DfE "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2015" and the related Local Authority guidance.

Parents are always informed of the decision and reasons for any exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Further information and guidance can be found in our Exclusion Policy.

## Bullying

We adopt and agree with the government definition of bullying which is: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally (Preventing & Tackling Bullying – DfE 2014) Bullying also involves an "imbalance of power" (Anti-Bullying Alliance). Isolated incidents of poor behaviour do not necessarily mean that bullying is taking place.

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We believe that our policy, environment and focus on strong relationships reduce the risk of bullying taking place, however we recognise that bullying can still happen and we aim to intervene early and effectively when we become aware of any signs of bullying. A robust response will be put in place, including the use of an Anti-Bullying Plan in most cases. Further information can be found in our Preventing & Tackling Bullying policy.

### **Physical Intervention**

Our overarching aim is to keep all children safe; on rare occasions, this may require the use of physical intervention. Members of staff have the power to use physical intervention, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school. Physical intervention is always be used as a last resort and is administered by a senior member of staff who has had the appropriate training, wherever possible. The level of force required should be proportionate to the situation and used for as short a time as possible. In almost all circumstances, the member of staff will give a warning to the child of the potential use physical intervention, in order to give the child the chance to turn things around and thereby avoid the intervention. Further detail can be found in our physical intervention policy.



Appendix I

Behaviour Flow Chart: Classroom



My Classroom Behaviour Choices:



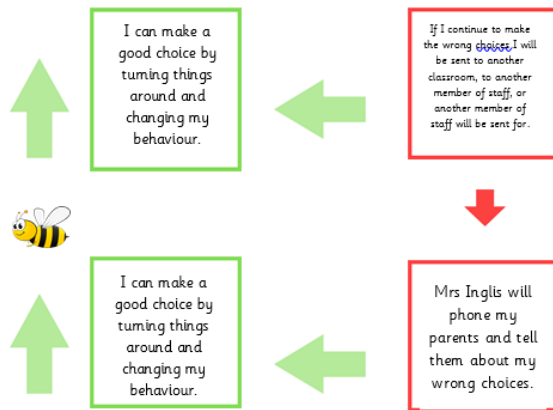
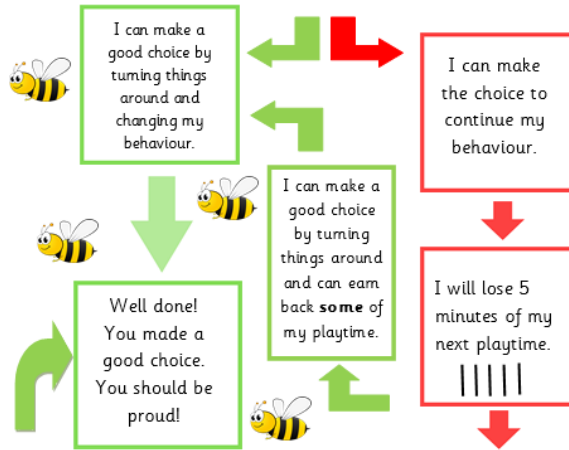
If I don't keep the school rules:

- Be Kind
- Be Respectful
- Be the best you can be



My Teacher or grown up will give me a warning.

They might make a mark on the board to remind me.



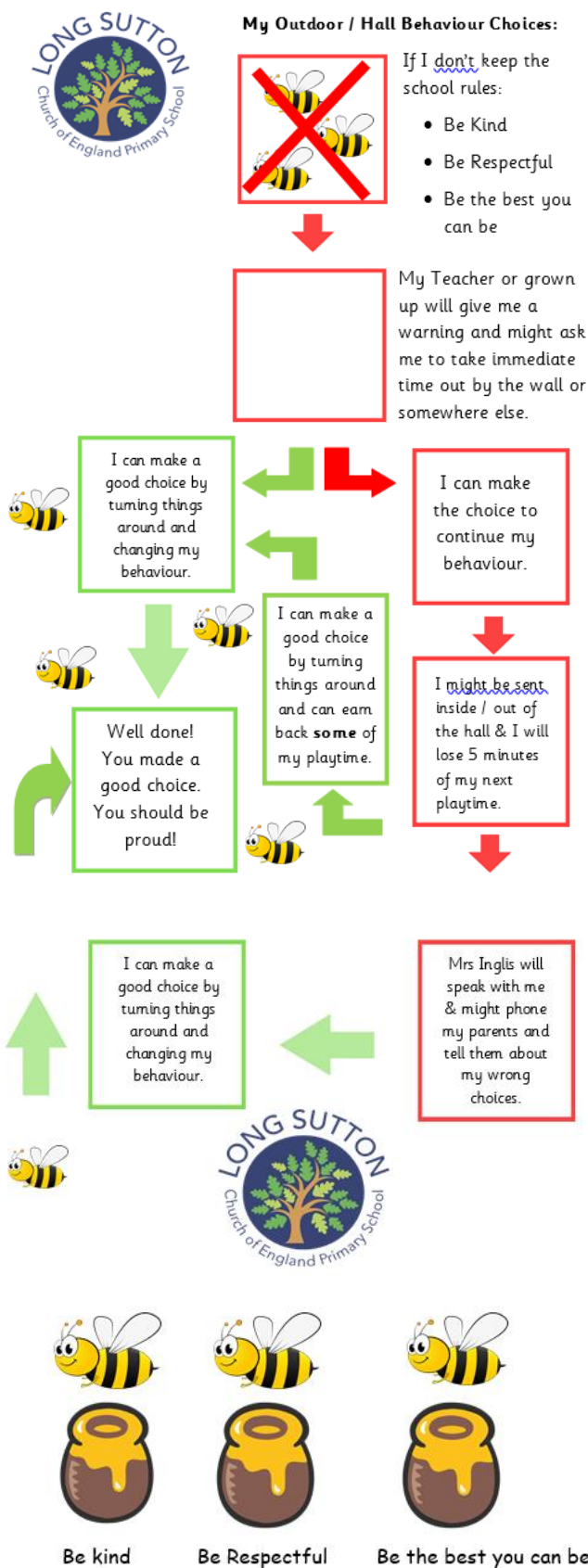
Be kind

Be Respectful

Be the best you can be

Appendix 2

Behaviour Flowchart for Outdoor / Hall Use



### Appendix 3

#### **Restorative Conversation Prompts**

##### **'Let's Talk It Out'**

Starting with the harmed person:

1. What happened?
2. What were you thinking / feeling at the time?
3. What do you think / feel about it now?
4. What needs to happen to make things better?

Repeat questions for the other child / children involved

Restorative Practices Leaflet to follow

## Appendix 4

### Tiered System of Support for Behaviour

Tier	Profile of Child (example characteristics)	Examples of Strategies
1	Generally good behaviour in all parts of school life, with only occasional deviation from our high expectations. Understands and has the skills to follow the school rules and turn things around quickly when mistakes are made.	<ul style="list-style-type: none"> <li>- High expectations which are centred around our 3 values and rules</li> <li>- Flowchart of clear consequences with opportunities to turn things around and make better choices</li> <li>- Recognition of a range of achievements and of behaviours which align with our values and rules</li> <li>- Restorative Conversations following incidents of conflict</li> <li>- Communication with parents and carers as appropriate</li> </ul>
2	Occasional deviation from the school rules. Sometimes distracts others in lessons. Some low level refusal. Difficulty at play times with social interactions leading to conflict.	<ul style="list-style-type: none"> <li>- Meeting with parent/carer to discuss reasons for the behaviour and strategies</li> <li>- Discussion with SENCO or other organisations</li> <li>- De-escalation strategies used</li> <li>- Teach good behaviour</li> <li>- ELSA</li> <li>- Targeted interventions: Zones of Regulation / well-being groups / other</li> </ul>
3	Is currently unable to abide by the school rules and finds unstructured time and / or transitions difficult. Limited language skills for social interaction. Requires modifications of curriculum and play times. May dysregulate easily.	<ul style="list-style-type: none"> <li>- Individual Behaviour Plans which recognise children's strengths and interests, as well as their individual needs</li> <li>- 1:1 support from a trusted adult who knows the child well</li> <li>- Involvement of external agencies &amp; professionals for 1:1 support</li> <li>- Regular communication with parents to gain an holistic understanding and work successfully in partnership together to enable the child to make progress</li> <li>- Anticipating situations which might be difficult for some children: teaching them coping or exit strategies, or making reasonable adjustments for them</li> </ul>

## Appendix 5: Our Core Approaches for Promoting Good Behaviour

Approach	What it looks like in action
<b>Strong Relationships</b>	Investing time in building strong, trusting relationships with all children by getting to know them, giving them a voice and taking time to listen to them. Where possible, this includes relationships between staff and children in different classes.
<b>Positive Language</b>	Remind children specifically what to do (not what not to do) e.g. 'Remember to walk' rather than 'Don't run.'
<b>Consistency</b>	Use of the agreed behaviour flow chart in all classes; regular reference to the language of our school rules, values and learning gems; remembering that 'the behaviour you walk past is the behaviour you accept,' and therefore addressing small incidents of poor behaviour in the moment.
<b>High Expectations</b>	Insisting on children being kind, respectful and the best they can be both in lessons and as they move around the school e.g. stopping the class or taking them back to a certain point if they are moving noisily / running through corridors.
<b>A calm approach</b>	A calm approach should be taken at all times and shouting is to be avoided, as it indicates a loss of control. Changing the tone of voice is more effective than raising the volume. Shouting should be reserved for times when it is absolutely necessary in order to keep children safe. Children are often experiencing difficult emotions when their behaviour is poor, so the role of the adult is to remove emotion from their voice and remain calm.
<b>Praise First</b>	Our main approach to promoting good behaviour is through praise. When someone is praised, they will repeat the behaviour for which they were praised. Praise should be specific and sincere so that children know exactly which behaviours to repeat. Catching children behaving well motivates other children to imitate them. We look for the good in every child and aim to acknowledge when children are doing well.
<b>Criticise the behaviour not the child</b>	A clear distinction must be made between the child and their behaviour when dealing with incidents of unacceptable behaviour. Children need to know that we like them but we dislike unkind or disrespectful behaviour.
<b>Avoid humiliation</b>	Whilst it can sometimes be necessary and effective to address poor behaviour in front of other children, this will always be done in a sensitive way which promotes our ethos of kindness and respect. As far as is reasonably possible, more extensive exploration or discussion should take place without an audience.
<b>Choices not Confrontation</b>	In order to avoid confrontation and refusal, we offer children choices so that they take responsibility for their own behaviour and retain some element of control, which can help to diffuse rather than escalate the poor behaviour. Giving a child the choice to correct their behaviour now <b>or</b> to reflect / complete work later helps children to learn a sense of responsibility for their own actions.
<b>Once Earned, not removed</b>	We never remove any reward once it has been earned (e.g. house points, class lego bricks). Poor behaviour should be addressed using our behavior flowchart.

## Appendix 6: Effective Strategies for Managing Behaviour

Based on strategies suggested by the Primary Behaviour Service to help manage incidents of poor behavior 'in the moment'

Strategy	What it looks like in action
<b>Thank You not Please</b>	Say please too often and it may sound like you are pleading or not in control.  "Child's name...Instruction...Thank you." Remember to say what you want the child to do, not what not to do e.g. "Sarah, face the front, thank you."
<b>Provide 'Take up time!'</b>	Confidently give the instruction, then walk away or stand back, with the expectation that your child will comply. This can be enough for children to make the right choice, before giving a warning.
<b>Be permissive on your terms to avoid escalation</b>	Children can be impulsive and it can be hard to stop them doing the things they want to do without escalating the incident further. In these situations, e.g. when Philip tries to leave the classroom to go to the toilet without asking, say, "Philip, remember to ask before leaving the classroom. Let's practice." When Philip uses his words, the adult says, "Yes, thank you for asking" and then allows Philip to leave the room.  Initially, when a child who requires some element of control or is still learning to ask permission does succeed in asking before doing, try to say yes as much as is reasonably possible, in order to help them learn that asking permission is worthwhile. Or use 'Yes, when....' as a response.  This is one step towards regulating impulses, in that it can be used to bridge the gap between saying 'no' outright (and then the child doing it anyway), to 'yes' but only with permission. If used carefully, this can prevent the adult losing face.
<b>Use Conditional Language</b>	Using the phrase "when...then..."  "When you have written your sentence, then you can have your choosing time."
<b>Giving Choices</b>	<b>Nice &amp; Nice Choices</b> Child reluctant to carry out adult instruction: give the child some control whilst still sticking to your expectations. "Are you going to use the red or blue pencil to do your work?" "Are you going to do your work in the classroom or in the corridor?" <b>Nice &amp; Nasty Choices</b> Using a matter of fact, controlled and calm voice: "You can choose to do your work now or at breaktime." This avoids confrontation and makes expectations clear.
<b>'Don't Say No'</b>	Sometimes we have to say "No" but where appropriate try this: "Yes, as soon as you have..." or "Yes, when..." Or "Yes, we're doing that later today once we've finished this lesson."
<b>Ear-Shotting</b>	Speaking aloud within the child's ear shot. This technique can be used in a variety of ways. The adult speaks out loud to another adult or child in the room within the child's ear shot.  "Wow, I'm so proud of Georgina helping to tidy up. When she's finished, I'm wondering if she'd like to take the register"  "I think Archie can do his work if he reads it carefully, but I'm wondering if he would like one of us to help?"  "Charlie, I can see that Alice is frowning. I'm wondering if she's cross that you took the toy away from her?"



## Appendix 7

## Individual Behaviour Plan Template

Child's Name:

<b>PROACTIVE</b> (How will adults know that I'm calm, relaxed and ready to learn?)	<b>ACTIVE</b> (How will adults know that I'm becoming frustrated / anxious / excited?)	<b>REACTIVE</b> (How will adults know that I'm that I'm out of control?)	<b>RECOVERY</b> (How will adults know that I'm returning to my calm feeling?)
<b>What could be the triggers/ causes to these feelings/behaviours</b>	<b>What could be the triggers/ causes to these feelings/behaviours</b>	<b>What could be the triggers/ causes to these feelings/behaviours</b>	<b>What could be the triggers/ causes to these feelings/behaviours</b>
<b>What will the adults do to support me when I feel like this?</b>	<b>What will the adults do to support me when I feel like this?</b>	<b>What will the adults do to support me when I feel like this?</b>	<b>What will the adults do to support me when I feel like this?</b>
<b>What are the consequences of this?</b>	<b>What are the consequences of this?</b>	<b>What are the consequences of this?</b>	<b>What are the consequences of this?</b>