





# Russells Hall Primary School

## Behaviour Policy

### September 2020



*Working together to be the best that we can be*

#### 1. Policy Statement

At Russells Hall Primary, we have three simple agreed rules: Be **Ready**, Be **Respectful** and Be **Safe**. These rules are explicitly taught and modelled by all members of our school community. Our aim is to create a calm, safe and happy environment where exemplary behaviour enables all to feel secure supported and respected. We acknowledge that each child is at a different stage of social learning and that through our fair and consistent approach to supporting behaviour, we will create a productive learning environment where children can grow socially, emotionally and academically.

However, we are also aware that for some children with complex layered needs, following our behaviour expectations is beyond their stage of emotional development. We recognise that some variance on our procedures is a necessity to ensure we meet specific learning, SEMH or other behaviour needs that require a more personalised approach. These children will have bespoke plans, which will include tailored rewards to encourage and foster positive behaviour. Our ongoing engagement with Educational Psychologists and Mental Health Support Teams will enable us to ensure that these individual plans are effective and supportive.

The principles central to our core beliefs are based on the work of Paul Dix and his book, **‘When the Adults Change, Everything Changes’**.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

#### 2. Purpose of the policy

The aim of this policy is to outline the underlying philosophy that is central to our core beliefs, alongside the provision of a set of precise, practical and agreed set of procedures for our whole school community to work within. The fair and consistent application of our policy is the responsibility of everyone. All adults in school are aware of the Pivotal Approach to behaviour which is underpinned by the five ‘Pillars of Pivotal Practice’. These are:

- Consistent, calm adult behaviour
- First attention to best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

### 3. Our Core Beliefs

- Behaviour can change.
- **Nurture** starts at the school gate and the classroom door.
- Our children want to behave well.
- Every child can be successful in our school.
- As adults, it is our role to create an agreed use of language around behaviour.
- Visible consistencies are powerful and should be at the heart of all interactions.
- Consistent reinforcement and recognition of good behaviour increases self-esteem.
- Targeted praise is more likely to change behaviour than a blame and punishment culture.
- Behaviour is a means of communication: puzzling and/or dysregulated behaviours always happen for a reason and might be the only way a pupil can communicate.
- Children are happiest when their needs are understood allowing them to self-regulate and behave well. Their efforts to manage behaviour should be acknowledged.

### 4. Our Aims

Through this policy we aim to:

- Create a culture where exceptional behaviour is expected: for learning and for life.
- Ensure that agreed boundaries of behaviour are clearly understood by pupils, staff and parents, and that all behaviour choices have natural consequences which are applied consistently and fairly in a calm and considerate manner.
- Ensure that all learners are treated fairly and shown respect in a nurturing environment.
- Establish a calm and purposeful environment in which shouting is not tolerated.
- Encourage pupils to take control, self-regulate, manage behaviour and to become responsible for their actions and decisions.

Through our taught **Behaviour Curriculum** and all other learning opportunities within our school day and community, we aim to:

- Create a 'Culture of Belonging' for all children and adults.
- Establish strong relationships between staff and pupils.
- Involve our whole school community in agreeing boundaries of behaviour.
- Teach strategies for children to solve conflict verbally and peacefully.
- Focus on wellbeing, encouraging resilience and self-regulation.
- Model the specific behaviour and social skills that we expect to see, e.g. sharing, good listening, showing consideration and politeness.
- Recognise excellent behaviour sincerely, rather than simply rewarding
- Expecting and valuing behaviour that is 'above and beyond'.
- Catch children 'doing the right thing' to encourage role models and make expectations clear for all.
- Encourage our children to take control over their behaviour and become aware that their words and actions have consequences for themselves and others.
- Create a school culture which values kindness, empathy and excellent behaviour.
- Establish classrooms with calm, purposeful atmospheres where pupils learn without limits.
- Support pupil transition between year groups and the induction process for new starters.

**We praise in public and reprimand in private.  
Always.**

## 5. Responsibilities & Expectations

### All staff must:

- Take time to welcome students at the start of the day.
- Routinely refer to 'Ready, Respectful, Safe'.
- Model whole school visible consistencies.
- Embed agreed routines in classrooms and for when pupils are around school.

Consistent routines should be in place for:

- Start and end of the day
  - Transition times
  - Lining up quietly
  - Moving around the school
  - Break and lunchtimes
- Never ignore students who are failing to meet expectations.
  - Always redirect students by referring to our agreed rules.
  - Be calm and allow children 'take up time'.

### The Senior Leadership Team must:

- Lead the ethos of this policy throughout school.
- Be a visible presence around school throughout the day.
- Ensure any staff training needs identified and targeted.
- Use behaviour data (Arbor) to assess impact and to target and monitor interventions.
- Encourage use of positive praise; notes home, recognition boards, etc.
- Celebrate sincerely those whose efforts go above and beyond expectations.
- Regularly review provision for students with more complex behaviours; providing support where most needed with clearly identified roles for designated staff.

### Members of staff who manage behaviour well:

- Deliberately and persistently 'catch' children doing the right thing and publicly praise
- Develop positive relationships with all students
- Work relentlessly to build mutual respect
- Demonstrate unconditional care, kindness and compassion
- Remain calm and keep their emotion for when it is most appreciated
- Remember to praise in public and reprimand in private without raised voices

### Students need teachers to:

- Allow them a 'fresh start' every lesson
- Help them to learn
- Be fair and be consistent
- Have a sense of humour
- Deliberately and persistently search for positive behaviour
- Use agreed routines to teach and reinforce expected behaviours (Threshold, SLANT)

These are the **visible behaviours** that children will expect to see staff exhibit consistently. At all times, staff should be calm and consistent to establish respectful relationships with our pupils. All adults in school will avoid shouting at children or becoming emotionally charged. Our aim is to pay first attention to the absolute best conduct to establish clear expectation for behaviours for all children. Positive recognition changes the climate in a school; fuelling relationships, trust and individual self-esteem while making everyone feel good.

## 6. Consistency in Practice ~

A consistent approach in the application of our three simple rules is simply essential. We aim to be consistent in every aspect of our curriculum delivery and so the same applies to our implementation of our agreed rules for behaviour. Consistent routines support our pupils to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning and positively manage behaviours. We aim to demonstrate:

- Consistent language with consistent response to students that is simple, clear and concise.
- Consistent follow up: teachers taking the lead and ensuring certainty for pupils during behaviour interventions.
- Consistent positive reinforcement through routine systems for reinforcing, encouraging and celebrating expected behaviour.
- Consistent, clearly defined consequences that are applied by all staff within classrooms.
- Consistent use of our agreed visual cues (instruction loaded countdowns, raised hand for quiet, eyes on me) so that children are not second-guessing expectations of teachers.
- Consistent modelling of emotional control; teachers as role models who reflect and learn.
- Consistent routines and expectations for behaviour across the whole school site.
- Consistent environment in which our visual messages echo and reinforce our core values.

### What other steps do we take to promote positive management of behaviour?

- Whole school assemblies with a specific focus on our core school values
- Whole school focus days/weeks: Anti-Bullying Week, Mindfulness, Well-being
- School PHSE curriculum (strong focus on relationships, resilience & regulation)
- Use of stories to enhance social and emotional skills and learning
- Badge system for recognition of core values and behaviour expectations

## 7. Recognition and Rewards

The use of praise in developing a positive atmosphere in school cannot be underestimated. It is key to developing positive relationships. We recognise, value and reward exceptional behaviour. We notice pupils (and staff) who go ‘over and above’ our expectations. We aim to reward sincerely through positive recognition, giving attention to those doing the right things and taking the fame out of bad behaviour. Although we publicly praise and celebrate learners who go ‘over and above’, our staff understand that a quiet word of personal praise can be just as powerful; **not every child wants their efforts advertised**. We have agreed and established some simple ways that we do this:

- Stickers
- House-points (with high priority in classroom displays that focuses on team achievement)
- Acknowledgement with a quiet word of praise
- Public praise in front of peers
- A note sent home – Proud Post
- Star of the Day/Week
- Acknowledgement on classroom and whole school recognition boards
- Celebration Assemblies
- Values Badges
- Bench Awards
- Lunchtimes Awards and Golden Table
- Positions of Responsibility (Pupil Parliament, Anti-Bullying Champions, Play Champions)

However, we are acutely aware that all children are at different stages of development and that each child should be viewed as an individual. Achievement and recognition should be based on a child's personal progress – never in comparison with their peers. We acknowledge that as powerful as positive recognition can be, it can sometimes prove to be problematic for all children, but especially so for children with additional SEMH needs.

For these reasons, we have carefully considered the types of recognition used in order to maximise the potential positive impact and minimise any potential negative associations (See Appendix 1). For our children with SEMH needs, we look at the specific individual needs of these children to determine our best approach for the use of positive and public recognition.

## **8. Classroom Strategies and Our Behaviour Pathway**

Working in an environment that seeks to only squash bad behaviour is one that nobody enjoys. Solutions to behaviour problems are not found in consequences, but in our relentless commitment to positive strategies. However, we know that instances will arise when behaviour in the classroom is becoming unacceptable. For these moments, we have an agreed pathway to managing conversations and interventions around those situations. For the vast majority of our children, a gentle reminder is often all that is needed to get back on track and to resolve most situations. The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of the staff, and the child having the knowledge that you have them in mind, care about them and what they are doing.

For those occasions when a gentle reminder is not successful, we follow a clear, consistent and **planned pathway** to achieve a resolution (See Appendices 2&3) We understand that a common and consistent use of language around behaviour is key to creating clear boundaries for learning how to behave. We acknowledge that phrases such as 'kicked off' or 'screaming fit' are unhelpful in these moments. Conversations around behaviour should remain calm and professional, using the phrases in our agreed scripts. Information should be shared sensitively with children being spoken to and not about when dealing with unacceptable behaviour.

Most conversations around behaviour in the classroom should be conducted, in the first instance, by the class teacher. It should always be made clear that it is the behaviour that is unacceptable and not be made personal to the child. **Teachers have control over consequences; they know their students best. We have agreed consequences for minor incidents, but our teachers apply them in the way that is most appropriate to both the situation and the individual child. It may not always be about choosing one option, but a combination.**

### **Minor incidents are considered to be:**

- Talking at inappropriate times
- Mistreating school or other property
- Causing issues when lining up
- Shouting out
- Completing insufficient work
- Distracting other pupils
- Lack of co-operation with peers
- General behaviour around school (assemblies and corridors)

### Suggested consequences:

- Time-out (either within the classroom, parallel class or other appropriate classroom)
- Loss of playtimes – a reflective (but short) period of time spent with the teacher or SLT
- Catch-up chats (informal)
- Impositions (incomplete work taken home)
- Restorative Conversations
- Regularly reporting to a member of SLT
- Natural Consequences:  
clean up the mess that you made  
put right what you did wrong  
fix what was broken  
craft an apology letter

**Classroom incidents that have escalated through the stepped sanctions pathways to a consequence need to be recorded on Arbor.** It is important that incidents are recorded as soon as possible as all are date stamped. Notifications of recorded incidents must be sent to DSLs, Phase Leaders and Miss Gray who is responsible for monitoring behaviour across the school.

### 9. Serious Incidents

Depending on the age of the pupil, **'serious' incidents** will be dealt with at the discretion of the SLT. All serious behaviour incidents must be reported **IMMEDIATELY** to the Headteacher or SLT. Staff will be asked to record full details on Arbor immediately with cover arranged for this to be done. Unacceptable behaviours **must not** be managed through our system of stepped sanctions but referred to a member of SLT.

Such incidents may include:

- **ALL** forms of bullying \*
- Fighting
- Stealing
- Racist comments
- Sexist or homophobic comments
- Using abusive/offensive language
- Inappropriate name calling
- Repeated defiance/rudeness
- Violence against other pupils or adults

**\* PLEASE SEE OUR ANTI BULLYING POLICY FOR FURTHER GUIDANCE AS TO OUR PROCEDURES FOR DEALING WITH CHILD ON CHILD ABUSE/HARRASSMENT, PHYSICAL, VERBAL, RACIAL, SEXUAL, CYBER, DISABLIST AND EMOTIONAL BULLYING INCIDENTS.**

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. Schools sometimes choose to include this information within their behaviour policy, but as per the ABA (Anti-Bullying Alliance) recommendation, for the purpose of clarity our measures are outlined in a separate and specific Bullying Prevention Policy. The measures within this policy are communicated to all pupils, school staff and parents.

## **Extreme Behaviour**

When dealing with an episode of extreme behaviour, all staff have been trained on the principles of MAPA (Verbal Intervention) (February 2022).

What is MAPA®?

MAPA® means the Management of Actual or Potential Aggression. MAPA® is about responding to people in a non-judgemental way, treating them with respect and dignity whilst supporting them to stay safe. It is an approach that staff may use to support people, who display challenging or aggressive behaviour, in a positive way. Aggressive or violent behaviour can happen as a result of people being scared, angry, frustrated, anxious or feel they are losing control.

When people are aggressive or violent they may:

- Harm themselves
- Harm others
- Damage property.

MAPA® is a collection of skills that seek to help a person become calm and regain control as soon as possible. MAPA® interventions include talking and listening and when necessary, may include holding someone to prevent harm to themselves or others. Staff will always use the least restrictive option and for the shortest time possible. Interventions used can be quite difficult to witness or be a part of, and so you may wish to discuss these feelings with someone involved in your care.

MAPA® is not about:

- Using force
- Causing pain or injury
- Enforcing rules or as a punishment

**When it is deemed that holding someone to prevent harm to themselves or others, this is used as a last resort and by trained staff only. Our member of staff trained in holding skills is Mrs Tams, our SENCO.**

## **10. Communication with Parents**

At Russells Hall, active parental involvement is welcomed, appreciated and encouraged. Building up positive relationships with parents is vital in being able to work together, particularly in supporting a child who is experiencing difficulties. With regards to behaviour, we ask that our parents:

- Ensure children arrive regularly and on time, ready and prepared for the day ahead and are collected promptly at the end of the day.
- Understand and reinforce the school language around behaviour as much as possible
- Share our high expectations for behaviour
- Support the work of the school

For most children (unless there are any specific safeguarding concerns) teachers should liaise directly with parents if they have concerns (one off incident or a general concern) about a child's behaviour. This should be face to face or a phone call to ensure there is a dialogue about the child/incident. We are aware that talking to parents at the end of the school day can often be a tricky situation that causes embarrassment for the child or family and ask that teachers use their judgment when passing on information. **Any parental contact should be recorded on Arbor.**

Where a teacher feels additional support or action is needed to support a child, they should speak to a member of SLT.

## **11. Exclusion (Fixed Term & Permanent)**

### **Fixed Term Exclusions**

At Russells Hall we believe that, in general, exclusions are not always productive in moving behaviour forward. However, for children to fulfil their maximum potential, we need to create an environment in which they feel safe from physical and verbal aggression and disruption. Exclusion is an extreme step and will only be taken if the Headteacher feels that a child has breached the school's behaviour policy and if the pupil remaining in school would impact negatively on the education of other pupils or that the risk is too high to the welfare of both children and adults in school.

Following a fixed term exclusion, the pupil and parents will meet with SLT to discuss reintegration into school and the best way forward to support the child.

### **Permanent Exclusions**

Permanent exclusion will always be a last resort and we ensure that all steps will have been taken to help a child remain at our school. The governors agree with this stance and all policies and procedures are in place to support the inclusion of all pupils. Permanent inclusion will only occur when risk assessments indicate that to allow a child to remain in school would be detrimental to the education and welfare of both the pupil concerned and to other pupils at the school.

## **12. Pupils' Conduct Outside School**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances.

Subject to the school's behaviour 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

Or misbehaviour at any time, including online incidents, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

## **13. Application of the Policy**

This policy is applicable to our entire school community. If it is to be effective everyone must use it with confidence and consistency. There may be occasions when adaptations need to be applied, e.g. swimming lessons, in the dinner hall, at playtimes and when off site, etc., but the same principles of promoting good behaviour will always apply.

#### **14. Monitoring & Evaluation**

SLT will review and monitor the effectiveness of the policy and report to the governing body at least once a year. Using Arbor, incidents will be monitored daily, weekly and monthly, with interventions put into place following team discussions and input from staff. SLT will monitor the use of language around behaviour, visible inconsistencies and relentless routines throughout school, with records being kept noting any changes/updates to the policy.

## Appendix 1 - Approaches to Positive Recognition

Type	Purpose	What it looks like	Key notes
<b>Individual</b>			
Recognition Boards (whole school and classroom)	A collaborative strategy that allows us to focus on learning behaviours that will help everyone to achieve more.	Names/work/photographs on boards to recognise key learning behaviour being demonstrated by pupils	Consistency and regular updates
Classroom praise (public/private)	To give feedback/celebrate the child  To help promote positive behaviours/learning	Specific feedback – avoid over generalised comments (well done, etc.)	Can be public or private (be aware of the child's feelings on this) Be mindful of using the same children
Notes home	Encourages home and school links  High-level recognition that enables teachers to mark significant moments for a child; framing their best behaviour.	Teachers and SLT send notes home to provide personalised praise	Keep a record of who has had notes and when  Must be sincere to maintain value  No set amount to be sent home
Use of work as an example	To celebrate the child's effort  To help promote learning	Sharing of work on the board  Reading out work	Be mindful of using the same child and checking with the child that they are happy for work to be shared
Stickers	Instant recognition for work/behaviour	Our 'Ask me why I earned this? Stickers, along with others teachers may like to use.	Avoid using stickers as a bribe or consequence (you would have got one...)
Star of the Day/Week	To celebrate the child's effort and consistent modelling of expected learning behaviours	Personalised sticker  Public praise	Ensuring that all children are given the chance to receive this recognition
Celebration Assemblies	To promote efforts and learning  To celebrate efforts  Promote self-esteem	Termly assemblies to share good work, promote positive behaviour and school values	Ensure that children receive an award during the year  Avoid comparisons to others and previous behaviour – focus on the <b>HERE</b> and <b>NOW</b>
Headteacher Award	To provide positive recognition for hard work, demonstrating school values	Child visits the HT office with work or message	
Hot chocolate/ Cupcake/ Ice-cream Wednesdays/Fridays	To celebrate efforts and learning  To promote positive relationships	Time spent with HT or Behaviour Lead	Ensure children are chosen for a variety of reasons.
Governor Awards	To recognise an extra special effort	Badge/Award given out in and end of term assembly	Nominations considered from staff
Behaviour/Value badges	For consistent over and above behaviour that demonstrates our values and expected learning behaviours	Award presented in whole school assemblies	SLT and teacher nominations
Lunchtime Awards	For demonstrating our values in the playground. Promoting positive play and including others in play.	Shout –outs given in weekly OPAL assemblies. House-points awarded along with a bonus prize.	Nominations from staff who are involved in lunchtime supervision and also Play Champions
Golden Table	For demonstrating consistently calm, sensible and thoughtful behaviour in our dinner hall.	A Golden Post nomination from SLT and/or staff supervising the dinner hall.	Over and above behaviour that is demonstrated over time.

## Appendix 2

### Our Pathway

- Redirection
- Reminder
- Caution
- Time-out
  - Space to cool off/calming time
    - In the classroom > in the parallel class > in a designated space
- Follow up reparative conversation

TABLE 1	Stepped Sanctions
Redirection	Gentle encouragement, a ‘nudge’ in the right direction to make different choices.
Reminder	A second gentle ‘nudge’ delivered <b>privately</b> and a reminder of our rules: Ready, Respectful, Safe Repeat reminders if necessary and praise given if pupil adjusts behaviour
Caution	A clear verbal caution delivered <b>privately</b> , that makes the pupil fully aware of their behaviour and our expectations, clearly outlining the consequences if they continue. Make sure the approach is personal and non-threatening; side-on and not standing over a pupil (or from across the classroom), be at eye level or lower. At this point, the pupil has the opportunity to do the right thing. Reminders should be given about previous good conduct to reassure that they can make good choices. Start with a factual opening and not a feeling.  ‘I’ve noticed that...’ ‘This is the second time I’ve had to speak to you...’ ‘Stop, think...make the right choice for yourself.’ ‘Think carefully about your next step...’ ‘Do you remember when...? That is the behaviour that I expect to see from you.’ Because of this behaviour, I need to ask you to move...’  Walk away from the learner; allow the pupil to decide what to do allowing take up time. If comments are made, ignore them but remember them for later discussion. Resist reacting to all unacceptable behaviour.
Time-out	Speak to the pupil privately and explain that time is now needed away from the classroom. This might mean time in a calm space or in the parallel class. Five minutes away is sufficient before the pupil is given the chance to return.
Follow up	Questions to ask: What happened? Who was affected? How? How do you feel now? What should we do to put things right? How can we do things differently?  If the teacher is satisfied that the pupil has reflected and is ready to adjust behaviour, then they return to the lesson. Using professional judgement, teachers may feel that a further follow-up is required at the end of a lesson to reinforce expectations and to continue building a relationship with the pupil.  <b>However, if the conversation is unsuccessful and/or the pattern of behaviour continues, please contact a member of SLT. Please do this discreetly.</b>
Consequences	<b>All behaviour incidents must be logged on Arbor to ensure that SLT can monitor the regularity of incidents. If necessary, interventions will be put into place by SLT.</b>

## Behaviour Pathway

All learners must be given ‘take up time’ in between steps. Please note, steps should never be missed or accelerated even when dealing with repeated low-level disruption.

