



## Queen's Inclosure Primary School

### Supporting Learners at Queen's Inclosure – Behaviour Policy

#### **Purpose of this policy:**

The purpose of this policy is to enable staff, parents, governors and children to have a clear understanding of the school's approach to teaching and managing behaviour. A shared understanding is fundamental as:

- our effectiveness relies on consistency in expectations and in approaches to teaching and managing behaviour.
- our approach relies on an open and mutually supportive partnership with parents.

This policy has been developed to:

- benefit pupils
- provide guidance to staff
- promote partnership with parents
- promote school improvement
- maintain consistency within the LEA
- comply with national legislation

#### **Other related policies:**

Anti-bullying

Special Educational Needs

Restraint

Safeguarding

Exclusion

Equal Opportunities & Inclusion policy

#### **Principles**

- Everyone has the right to be safe and happy at school
- All teachers have a right to teach
- All children have a right to learn
- All adults working with the children model and teach expected behaviour

#### **Rationale**

We believe in providing children with a sound foundation of skills, knowledge, attitudes and values that will enable them to be lifelong learners, and to play a positive role in society. This involves teaching children to contribute to the building up and maintaining of a community, both in school and in their future lives. Each member of a community has to learn how to preserve their own self-worth and competence, at the same time preserving and promoting the self-esteem and well being of others.

We believe that our school provides a safe and supportive community in which children can learn to apply these skills and attitudes.

#### **Our School Ethos**

We are a caring community whose values are built upon mutual trust and respect for all. By working together as a school community, we create a positive school ethos in which behaviour is managed effectively and the rights and dignity of each individual is recognised and actively promoted.

Every child has the right to be treated with consideration and respect, in a creative, stimulating and safe environment. Every adult in our community has the responsibility of instilling a sense of co-operation, trust and respect so all children understand what is expected of them by way of appropriate behaviour.

Behaviour is taught within a well-organised and cared for environment, in which adults will effectively communicate a positive ethos, recognising the achievements of all and valuing individuality.

#### **Our School Approach to Promoting Positive Behaviour**

Good behaviour and discipline is promoted within the whole school community using a positive approach of encouragement and praise. In particular we:

- Develop in children a sense of self-discipline, self-control and an acceptance of responsibility for their own choices.
- Encourage mutual respect and good relationships between all members of the school community.
- Provide an inspiring and stimulating curriculum which is relevant, appropriate and which encourages the full involvement of all children.
- Nurture our intrinsic motivation and Growth Mindset ethos.
- Ensure a well-ordered and motivated school community within a positive and purposeful environment.
- Listen to the children and take measures to prevent child on child abuse, including educating children to not accept 'banter' as a norm.
- Do not tolerate bullying or racism.

### **Partnership with Parents**

We aim to develop effective partnership between school and home and believe that we are most effective when we work together to support children's learning.

Children benefit from knowing that both their parents and teachers share the same expectations, value learning and share a concern for their development and progress. Through on-going dialogue, teachers inform parents of children's positive effort, attitudes and behaviour and similarly inform them of incidents and concerns. Parents can contribute to their children's progress through open communication with their child's teachers, by offering support to their child at home, by talking over the challenges that their children meet, and by reinforcing the messages being given at school.

### **Appropriate Behaviour**

Appropriate behaviour is showing respect for the rights of others, tolerating differences and considering the feelings of others. A common understanding of appropriate behaviour is agreed through the class contract and CARE code.

### **Teaching Behaviour**

Every child in Queen's Inclosure Primary School must understand what is meant by appropriate behaviour, be clear about our expectations and learn to take responsibility for their own choices. Therefore, adults must provide opportunities for children to learn what behaviour is appropriate and the skills needed to achieve this.

Research shows that behaviour is learnt. At Queen's Inclosure behaviour is taught and learned just like other areas of the curriculum. We use our knowledge about the most effective ways of teaching and learning in everything we do. We work with children to teach and encourage better behaviour rather than blame them for their difficulties.

We teach children to:

**Check our choices.** Try to be the best learners we can be.

**Always take care to keep ourselves and each other safe.**

**Respect our learning environment and everything in it.**

**Everyone matters!** Treat everyone in our community with kindness.

### Whole class teaching and intervention

Children learn from their environment and appropriate behaviour is taught intrinsically within every minute of everyday as part of the 'hidden curriculum'. It is also taught more formally through:

- A structured and progressive scheme of work for Personal Development Learning
- Responding to good behaviours with acknowledgement and verbal praise
- Reinforcing positive role models, including giving positions of responsibility
- In response to the classes needs as they are identified
- In response to inappropriate attitudes, events and situations that occur in daily school life
- Discussing and establishing classroom contracts and learning from infringements of these rules
- Rehearsing how things should be done
- Using a range of techniques including circle time.

### Children in need of individual intervention

Some children have greater difficulty in learning how to behave appropriately and need additional support, beyond the usual strategies used within everyday classroom teaching. We differentiate our teaching and make more individual provision for these children by:

- Teaching appropriate behaviour through making expectations clear, giving plenty of opportunity for the child to rehearse the appropriate behaviour, and providing one to one counselling or small social skills group work.
- Identifying environmental factors that may contribute to the child's difficulties. These may include teaching styles, the level of challenge in the child's learning, the expectations we have of the child and the effect of the child's learning environment on his/her self-esteem. When appropriate, we adapt the child's learning environment or teach the child coping skills.
- Valuing appropriate behaviour and giving individual encouragement that recognises and reinforces the new behaviour.
- Discouraging inappropriate behaviour by reinforcing what *is* appropriate, and devising and consistently applying individual behaviour management strategies supported by appropriate sanctions.
- Keeping a record. This may take the form of a behaviour log, chart or diary, appropriate to the age and maturity of the child. Our record keeping will identify both the child's positive choices and poor choices.

A response to inappropriate behaviour may have various purposes.

These include:

- Deterrence – sanctions can often be effective deterrents for specific individuals.
- Protection – keeping all pupils safe is a legal duty. A sanction may be a protective measure in response to inappropriate behaviour e.g. removing a child from a classroom or the playground.
- Improvement – to support a child to understand and meet the behaviour expectations of the school, children will be supported to understand and follow the rules. This can take place as part of a sanction, having a reflective conversation or targeted support.

Forms of sanctions:

- A verbal warning and reminder of the expectations of the behaviour. This is followed by a CARE code card if the behaviour remains, as a visual warning.
- Removal to the other year group classroom to complete learning.
- Loss of playtimes to have a reflective conversation.
- Loss of privileges e.g. specific responsibilities
- School based community service to 'give back' to the community and restore relationships – e.g. tidying a classroom.
- Being 'on report' for behaviour monitoring if incidents are repeated.

Unfortunately, persistent inappropriate behaviour is likely to result in the loss of privileges, particularly out of school events e.g.: After school clubs, PTA Discos etc. The event leader reserves the right to refuse participation in an activity in consultation with the school staff supporting the child.

Partnership with parents remains vital at this stage. Parents are involved more closely in monitoring the child's progress and the effectiveness of the additional provision. Teachers, parents, and the child (where appropriate) are involved in regular, open feedback that recognises the child's success alongside continued areas of difficulty. If the need arises for additional advice from Primary Behaviour Support Team (PBS), parents will be consulted as part of the referral process.

### Children with Emotional and Behavioural difficulties (including SEMH)

Emotional and behavioural difficulties can work against the building up of community. They have a clear impact on all aspects of learning. Children experiencing emotional and behavioural difficulties generally find it hard to learn both the academic and interpersonal skills they need in order to be active participants in society. Also, they may prevent others from learning these same skills as well.

We see emotional and behavioural difficulties as a learning difficulty and recognise the complex nature of interactions between biology, family, community and school. Children experiencing emotional and

behavioural difficulties are treated with respect and understanding. They are supported through a multi-agency approach involving parents, school staff, and where appropriate outside support agencies and other agencies working with the child.

As with learning difficulties, the child's needs are assessed and an individual support plan is drawn up. This is called a Personalised Learning Plan or PLP. The PLP for Behaviour is based on a sound understanding of the problem, and its causes. It identifies small, achievable learning targets, special provision, methods of monitoring progress and a review date. The PLP is shared with the child, the child's parents and all staff working with the child. The PLP is managed by the class teacher, who liaises closely with the child's parents, Behaviour Leader and the Headteacher. Details of the PLP process are outlined in the appendices.

Alternative arrangements for sanctions will be considered on an individual basis where it is agreed that these would be more effective for this particular child. This will need to be consistent and perceived as fair for this individual.

### **Critical Incidents**

Incidents are judged to be critical when:

- Disruption to teaching and learning is significant
- The safety and welfare of children or staff is threatened or infringed
- There is persistent defiance or uncooperative behaviour
- Property or equipment is abused and damaged

In such cases, the Headteacher (or in the Headteacher's absence the Senior Leadership Team) will decide the most immediate and efficient course of action to restore safety and order. This will usually take the form of removing the child or children from the situation and isolating them from others while order is restored and the incident is investigated calmly. Parents will be informed of the incident immediately and in some circumstances may be asked to remove the child from school for a temporary period. A fixed term exclusion may be implemented. The Headteacher will remain in contact with the parents and work with them, the class teacher, and the child to devise a way forward.

### **Supporting Children Following a Sanction**

Following a sanction, strategies will be considered to help the child understand how to improve their behaviour and meet the expectations of the school community.

These include:

- A targeted discussion with the child, explaining the choice that was not appropriate, the impact of their actions and how they can change their behaviour in the future.
- A phone call with parents when the sanction follows an 'orange card' incident.
- Inquiries into the behaviour of the child in and outside of school
- Consideration whether additional support is required for behaviour management.
- Restoring relationships using a 'restorative justice' approach.

### **Roles and Responsibilities**

All adults involved in the Queen's Inclosure learning community have shared responsibility for teaching behaviour and upholding a calm, safe environment for everyone.

#### Class teachers:

- Model positive behaviour through their social interactions.
- Teach behaviour and make expectations clear.
- Create a caring and supportive working environment in which children are able to learn.
- Treat children with respect.
- Communicate effectively with parents.
- Value and recognise individual achievement.
- Manage Behaviour PLPs.
- Report and respond to incidents of child on child abuse in line with our Safeguarding Policy.

Senior teachers (SLT and Phase Leaders) have a role in supporting colleagues in the management of behaviour.

Behaviour Leader:

*Supports staff by:*

- Offering advice and support to staff which includes:
  - A range of behaviour management strategies.
  - Support in the exploration of individual children's needs and strategies to address these
  - Support for the creation of Behaviour PLPs
  - Providing regular training for staff on behaviour
- Inducting new staff into the school's policy and procedures.
- Giving feedback on monitoring outcomes

*Supports children by:*

- Counselling individual children when appropriate.
- Supporting children in reflection on their behaviour and the consequences of their actions.
- Guiding and rehearsing appropriate behaviour.

*Supports parents by:*

- Liaising with parents over behaviour concerns.
- Supporting parents in understanding motives for behaviour.
- Offering advice on behaviour management strategies when appropriate.

*Monitors:*

- The impact and outcomes of Behaviour PLPs.
- The consistency and effectiveness of classroom strategies.
- Trends and patterns of behaviour across the school
- Practice in line with the school's policy.

Headteacher:

The Headteacher is responsible for ensuring good order and discipline within the school and achieves this through:

- Communicating the policy to parents and reminding parents of the policy at the beginning of each academic year.
- Monitoring the effectiveness of the policy against the success criteria and reporting to the Governing Body.
- Liaising with and supporting the Behaviour Leader in fulfilling their role.
- Monitoring progress of individual's Behaviour PLPs and Pastoral Support Plans.
- Accessing support and advice from outside agencies.
- Supporting children, staff and parents who are experiencing significant difficulties.
- Receiving complaints and respond appropriately.
- Maintaining an overview of behaviour in the school.
- Taking immediate action in response to critical incidents.
- Making informed decisions on after school detentions, lunchtime debarment, fixed term and permanent exclusions.
- Following County guidelines when implementing the above.
- Recording incidents of the above and reporting them termly to governors.
- Co-ordinating support for children returning to school following debarment or fixed term exclusion.

Support Staff:

All support staff, including Learning Support Assistants (LSAs), lunchtime supervisory staff (Play Leaders), Administrative and care-taking staff are entitled to respect and co-operation. All staff have the responsibility to hold the same expectations, treat all children with respect and share responsibility for teaching and managing behaviour as set out in this policy.

### Parents:

- Treat their own, and other people's children with respect.
- Treat all school staff with politeness and respect, as valued members of the wider QI community.
- Work in partnership to support the school's behaviour policy.
- Work in partnership with the school (or other agencies as recommended by the school) to manage and address their own child's needs

### Governors:

The Governing Body is ultimately responsible to parents and the LA for ensuring good order. The Governing Body decides the school's Principles of Behaviour and:

- Reviews school policy and monitor the effectiveness of behaviour management.
- Hears parents' representations and appeals regarding exclusion.

### Children:

Children learn to be responsible for their own behaviour and for their choices and respect the rights of others. All children are taught how to implement the CARE Code and are expected to uphold this. Through the whole school ethos and enriched curriculum, children are taught to be empathetic, independent and caring. Their intrinsic motivation, resilience, determination and persistence are developed through our strong Growth Mindset culture.

### Success Criteria:

- Children show, through their actions, that they know what is expected of them by way of appropriate behaviour
- The school is orderly and classrooms are purposeful
- Children take responsibility for their own actions
- Children show development of self-esteem, self-discipline
- Children show consideration, courtesy and respect in their relationships with adults

### **Complaints**

Complaints from parents should be directed as outlined in the school's complaint procedure.

### **References**

*Governors Handbook*

Department for Education - 2020

*Behaviour in Schools Guidance*

DfE September - 2022

### **Monitoring and Review**

The Headteacher will monitor this policy on a day to day basis as necessary.

### **Review Period**

Reviewed annually by the Learning Committee, on behalf of the Governing Body.