Behaviour Policy

Behaviour Statement

At Georgian Gardens we are committed to creating an environment that is safe, where everyone feels respected and where children come to school ready to be engaged in learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aims

The aim of our behaviour policy is to:

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give children attention and importance for low level poor conduct.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

The Purpose of our behaviour policy is to provide simple, practical procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promotes self esteem and self discipline
- Teaches appropriate behaviour through positive interventions

Our behaviour policy is based on the Five Pillars of Pivotal Practice:
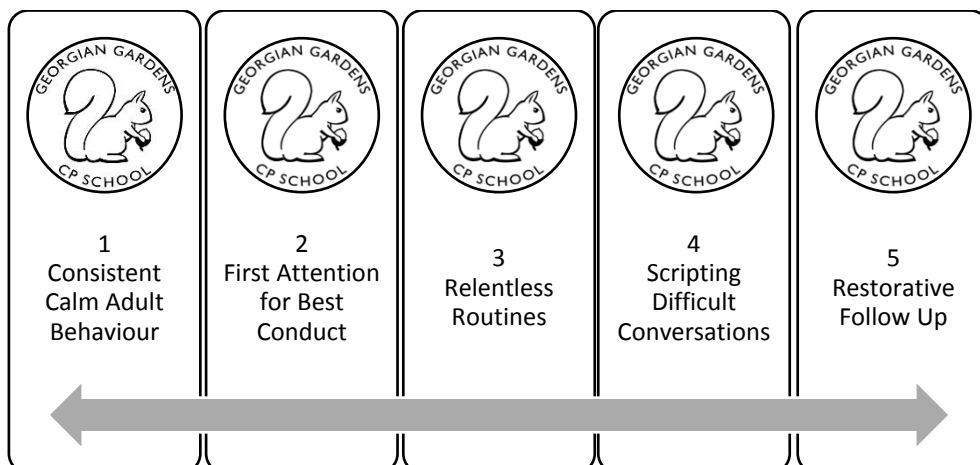
Three Steps

How will our staff behave?

- In a positive way
- Calmly
- Consistently

Our 3 rules

- Ready
- Respectful
- Safe

All staff, every day

- Will promote a positive culture
- PIP and RIP (Praise in Public and Reprimand in Private)*
- Provide early intervention to support children's behaviour
  (see 7 step process)

Middle Leaders

- Will meet and greet, walk around and be visible in their year group
- Will go into lessons to catch children being positive
- Will encourage restorative conversations

Senior Leaders

- Will meet and greet on the gates each morning
- Be visible at transition times
- Engage in learning time and conduct learning walks to see positive behaviours, provide support and coach and model expectations

Our key ways to recognise conduct that is 'over and above'

- Sending a postcard or phoning home
- Star of the Week
- Recognition Walls in every classroom

Support Beyond the Classroom

- Same year group team member or another year group team member
- Behaviour Team
- SLT relieve class teacher so the class teacher can speak with child out of class

Alternatives to Exclusion

- Meeting with child, parents and school staff to agree outcomes and reflect on difficulties and successes
- Assigning a mentor to the child to offer support and a positive role model
- Positive School Community payback ie, helping with an afterschool/lunch club

*Please refer to Safeguarding and Safer Working Policies

<u>Consistency in Practice</u>

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals they respect adults and accept their authority.

<u>All staff</u>

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all children.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with children.
8. **Never ignore** or walk past children who are behaving negatively.

<u>Senior leaders</u>

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:
• Meet and greet children at the beginning of the day on the gate
• Be a visible presence around the school, especially at transition times
• Celebrate staff, leaders and children whose effort goes above and beyond expectations
• Regularly share good practice
• Support staff in managing children with more complex or entrenched negative behaviours
• Regularly review provision for children who fall beyond the range of written policies

<u>Recognition and rewards for effort</u>

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach.

We will reward those children who demonstrate positive behaviours in and around school through verbal praise, stickers, house points and being awarded the Star of the Week.

There is also power in a postcard, and we look to use praise postcards to frame behaviours and work that is over and above expectation as well as the use of recognition boards in each classroom. Children who go 'over and above' may also have a phone call home. The expectation is for each member of staff to issue a postcard or phone home at least once per week.

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All children must be given time in between steps to make good choices. *It is not possible to leap or accelerate steps for repeated low-level disruption. ie, jump steps.*

Step	Action
1. Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2. Reminder	A reminder of the expectations **Ready, Respectful, Safe** delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Caution (The 30 second Script)	A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices.
4. Time out	Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. If this is at playtime, the child should have time out by sitting in the quiet area or standing with the adult.
5. Move to another classroom	At this point the child will be referred internally to another room in the year group for the remainder of the lesson. **This step must be recorded on SIMS.**
6. Restorative Conversation	A restorative conversation should take place before the next lesson where possible but as soon as possible. The behaviour Team will support the reparation process if needed/wanted.
7. Formal Meeting and Monitoring	A meeting with the teacher, child, parent and a member of the SLT, recorded on SIMS with agreed targets that will be monitored over the course of two weeks. There is a set format for this (see Appendix 1)
8. Pastoral Support Programme (PSP)	A Pastoral Support Plan (PSP) aims to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the teacher, child, parents and a member of the Behaviour Team/SLT in the drafting process. There is a set format for this (see Appendix 2).

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps 1 and 2 - PIP 'N' RIP
Praise in Public and Reprimand in Private

Praise the positive behaviours you want to see. Where behaviour doesn't meet your expectations, a **reminder** of the expectations for children **Ready, Respectful, Safe** delivered privately to the child. The teacher makes them aware of their behaviour. The child has a choice to do the right thing.

Step 3 - The Caution

The **caution** then involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

<u>The 30 second script (get to the child's level):</u>

- I noticed you are…(having trouble getting started/doing something you shouldn't be doing/behaving inappropriately/)
- You know we have a ready/respectful/safe rule in the classroom. It was the rule about …(lining up/staying on task/bringing toys into school/not distracting others) that you broke.
- You know that if you choose to carry on like this you will …
- Do you remember when you…(got star of the week for…/got that positive note/did that really kind thing for…?
- That is who I need to see today…
- When I come back in __ minutes, I want to see how amazing you have done. Thank you for listening. (Now walk away – remember to return at the given time!)

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

<u>Step 4 - Time Out</u>

• The child is asked to speak to the teacher away from others
• Boundaries are reset
• Child is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
• Child is given a final opportunity to reengage with the learning / follow instructions

The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If this is at playtime, the child should have time out by sitting on a bench.

<u>Step 5 - Move to Another Classroom</u>

If the step above is unsuccessful, or if a child refuses to go take a time out then the child will be asked to leave the room and go to another classroom. If appropriate, a member of the Behaviour Team or SLT will escort the child to a workspace outside the classroom (call through walkie-talkie).

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

<u>Step 6 - Restorative Conversations</u>

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

(Maya Angelou, 2015)

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without animosity. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

The key with a restorative conversation is to not react emotively to pupil responses; allow the child to recount their version of events, remembering that between your truth and their truth is *the* truth. The following questions can allow you to address the issue at hand and bring about resolution without confrontation:

1. What happened?
2. Who has been affected?
3. How have they been affected?
4. What needs to happen to make things right?
5. What will we do differently next time?

What to do when a child finds it difficult or is not ready to talk:

1. Okay, imagine if there were… (people affected/a way of putting it right/things you could do differently). What would they be?
2. 1-10 scales: 'On a scale of 1 to 10 how angry were you?
3. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today and have ___ sit with you and help you with the answers?'

Think about your positioning in the room, focus on the issue at hand (don't bring up previous incidents/events that aren't relevant) and plan the conclusion.

All staff will take responsibility for leading restorative conversations, the Behaviour Team, Middle Leaders and SLT will support when requested.

Step 7 - Formal Meeting and Monitoring

Where a child continues to struggle with showing improved behaviours in school we will put in place further support structures to ensure they can improve. Decisions to place children on any formalised behaviour monitoring should be taken by the class teacher in the first instance in collaboration with parents and a member of SLT. The extent of the monitoring should be subjective depending on the individual child.

Daily Positive Reporting

Could be prompted by:	persistent low level disruption to learning, or three or more moves out of the classroom within a half term.
Maximum Time Frame:	Two weeks.
Formative Measure:	Individual, specific targets set by Class Teacher at the end of each day for the following day (Today, I was pleased to notice that… tomorrow…)
Maintained by:	Class Teacher with SLT notified

(Appendix 1)

This will look to address persistent low level disruption by praising the positive aspects of a child's behaviour in lessons, and providing them with immediate target setting at the end of each day for the following day. This will look to improve the child's behaviour within two weeks. At the end of two weeks a decision will be made by all involved parties as to the best course of action.

<u>Step 8 - Pastoral Support Plan</u>

Could be prompted by: Failure to respond to Daily Positive Reporting, or following incidents of more serious behaviour.

Maximum Time Frame: Targets to be reviewed every 4 weeks at a PSP meeting.

Formative Measure: Individual PSP meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate).

Maintained by: Behaviour Support/SLT   *(Appendix 2)*

A Pastoral Support Plan (PSP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for fixed term or permanent exclusion. The effectiveness of the PSP relies on identifying the underlying causes of the child's behaviours; our Learning and Behaviour Mentor will seek to identify the barriers to behaviour in a 1:1 meeting with the child. The results of this mentoring session will be recommended to SLT and shared with parents as part of the PSP meeting; these will then help to form the formal targets for the child's PSP. A mentor will also be assigned to the child to offer support and a positive role model. This mentor will be of the child's choosing.

A child's behaviour may deteriorate before it improves when a PSP is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a PSP for maximum success, especially with younger children.

These formal monitoring systems ensure a child who is struggling to maintain acceptable levels of behaviour is given targeted support for a full half term before a PSP is enacted. It may also be relevant to complete a behaviour assessment or a risk assessment in order to unpick the triggers for specific behaviours and ensure the safety of the child and those around him/her.

<u>More serious Behavioural Incidents</u>

Where more serious behaviour incidents occur, we will look to deal with child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, the Behaviour Team and SLT utilising their knowledge of the child and their discretion.

Exclusion is not a decision which is taken lightly. Where possible, alternatives to exclusion will be considered. ie, Positive school community payback ie, helping with a lunch club or activity, shadowing the child's chosen mentor, alternative arrangements for unstructured times of the school day.

An internal exclusion will be given where possible over a fixed term exclusion. Any decision to internally exclude a child must be made in conjunction with a member of SLT. Parents will be requested to attend a meeting with a member of SLT, Class Teacher and the child to agree outcomes and reflect on difficulties and successes.

Where a child is excluded, consideration should be given to the appropriate level of monitoring required when the child returns to lessons. Where a child is given a fixed term exclusion, or following a referral to outside agencies, the reports received will form the targets for their PSP.

External Support

In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us.

Agencies involved could include:
- The Learning and Behaviour Advisory Team (LBAT) – A Local Authority Team dedicated to providing in school advice and guidance in managing the needs of a specific child.
- Alternative Provision College (APC) – A Local Authority Team offering outreach support to schools for children displaying distressed or complex behaviours.
- Child and Adolescent Mental Health Service (CAMHS) – An NHS service dedicated to the Mental Health needs of an individual child.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive and the needs of the child will dictate which support is required. Parents will be informed and their views and consent sought should the school refer to one of the above agencies.

Daily Positive Reporting

Name:		Class:		Class Teacher: Teaching Assistant: Mentor:

Week One		
Day: Date	My Target for Today	Today my Teacher was pleased to notice…
1:		
2:		
3:		
4:		
5:		

First Week Review	
Pupil Views	Views of Others
What am I doing well? What could I improve further? What could help me?	What do others think I am doing well? What do others think I could improve further? What do others think they could do to help me?

Week Two		
Day: Date	My Target for Today	Today my Teacher was pleased to notice…
6:		
7:		
8:		
9:		
10:		

Second Week Review	
Pupil Views	Views of Others
What am I doing well?	What do others think I am doing well?
What could I improve further?	What do others think I could improve further?
What could help me?	What do others think they could do to help me?

Next Steps:

Pastoral Support Programme PSP1

Date of First Meeting:

People invited:

Apologies:

Name of pupil:	School: Georgian Gardens C P School
DOB:	PSP Key Workers:
Year Group:	Mentor:

Incidents that have triggered this PSP:

Summary of most recent interventions:

Aim of PSP:

School View	Pupil View

Parental View	Other

Agreed Pastoral Support and Pupil Targets:

Next Meeting:

Pastoral Support Programme PSP2

Date of Interim Meeting:

People invited:

Apologies:

Summary of discussion:	
Progress Towards Targets/Reviewed Pastoral Support:	
Agree New Targets and Pastoral Support	Responsibility

Next Meeting:

Georgian Gardens C P School
Behaviour for Excellent Teaching and Learning – One Page Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.
Our rules, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies:
1 Meet and greet at the door.
2 Model positive behaviours and build relationships.
3 Plan lessons that engage, challenge and meet the needs of all children.
4 A mechanism for positive recognition is used in each classroom throughout the lesson.
5 Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
6 Be **calm** when going through the steps. Prevent before sanctions.
7 Follow up every time, retain ownership and engage in reflective dialogue with children.
8 Never ignore or walk past children who are behaving badly.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All children must be given time in between steps to make good choices. *It is not possible to leap or accelerate steps for repeated low-level disruption, ie jump steps.*

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Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. **Staff will not write children's names on the board unless in recognition of good choices.**
We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.
There is also power in a postcard, and we look to use praise postcards to frame behaviours and work that is over and above expectation as well as the use of recognition boards in each classroom. Children who go 'over and above' may also have a phone call home. The expectation is for each member of staff to issue a postcard or phone home at least once per week.