



Great Linford Primary School

Behaviour policy

June 2017

Review date: June 2018



Behaviour and Discipline Policy

1. Purpose

At Great Linford, we believe everyone is entitled to:

Aspire, Thrive, Enjoy, Achieve

The purpose of our behaviour policy is to ensure that all members of our school community are able to reach their maximum potential by recognising and protecting their rights.

1.1 Rights

We believe that every member of the school community has the right to:

- Be themselves - their unique identity and talents being recognised, valued and developed, **in order for them to ASPIRE**
- Feel safe and cared for, **in order for them to THRIVE**
- Feel happy and treated with respect and dignity, **in order for them to ENJOY**
- Learn, **in order for them to ACHIEVE**

These rights are non-negotiable and management of undesired behaviour needs to focus on the rights that are affected.

1.2 Aims

It is everybody's responsibility to ensure that these rights are met, so the school's behaviour policy is, therefore, designed to support all children and adults in our family in working together to establish and sustain a culture of responsibility and co-operation.

It is concerned with promoting good relationships and positive behaviours, so that people can work together, developing their emotional intelligence, with the common purpose of helping everyone to succeed. We believe strong working relationships are at the heart of all learning.

It aims to promote a calm and consistent learning environment where everyone feels happy, safe and secure, and enables children to become positive, confident, responsible and increasingly independent and resilient members of both the school and wider community.

2. Our School Values

Our school values are the mechanism through which our responsibilities for protecting one another's rights are translated into actions. Values are principles that drive behaviour. They influence our actions, attitudes, our relationships with ourselves and others and become our framework for living.

A tree has always been our logo and represented Great Linford Primary School. We have used the tree as an image to represent our Great Linford family. It's roots show our school values. They represent our belief that these values are our anchors which ground us and without them our school community, represented by the leaves, would be unable to grow and flourish.

Our values spell out the acronym ROOTS:

- **Respect all** people, animals and our environment
- **Overcome challenges** and never give up
- **Open our minds** to creativity and curiosity
- **Take care** of our bodies and minds to grow healthily
- **Speak kindly** and listen to others

Our values provide a clear awareness of acceptable behaviour, against which staff and students' choices of behaviour are evaluated. They help reduce the option for inappropriate behaviour. Values are learned through a combination of practice and instruction. Students learn what values are, how to recognise them and how people react to them, equipping them with invaluable social skills and emotional intelligence. All members of our school community are expected to model these values.

3. Routines and expectations

These are the structures which we put in place to help children understand what our values look like in practice. They reinforce the smooth running of the classroom. The more habitual the routines become, the more likely they are to be used. The school day comprises a series of routines, particularly at times of transition, as listed below:-

- Morning Activities and Early Work
- Lining Up
- Classroom entry/exit
- Seating plans and student groupings
- Changing Between Lessons
- Initiating/sustaining whole class attention
- Class discussions
- Assembly
- Giving out/collecting in resources
- Appropriate noise levels at appropriate times
- Tidying up
- Playtimes
- Reading Sessions
- Afternoon registration
- Independent activities
- Group work
- End of the Day

Clear expectations are set by the teacher and routines are developed with the children at the beginning of the academic year to ensure our school values are put into practise. The use of checklists for whole school routines ensures consistency across all classes.

4. Restorative Practice

We are a Restorative Practice school. Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. It allows relationships to be repaired and strengthened within our community. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Children have to know how to take responsibility for their actions, and our Restorative Practice principles create a climate where this can happen. Taking responsibility for their own behaviour encourages them to take risks, make mistakes and thus develop management of their actions.

5. Behaviour management strategies

We believe in the importance of a consistent approach used by all members of our school community. Values based preferred practises which fulfil the purpose and aims of this policy are in place to support staff in leading and promoting behaviour that is responsible in a way that acknowledges and protects mutual rights.

5.1 Strategies for the promotion of good behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem through criticising in front of an audience is likely to increase misbehaviour. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

Three positives before a negative

This principle involves teachers aiming to have made three positive contacts with a child before constructively criticising their work. This encourages children to be more receptive to important learning points that a teacher is making. Equally, within the class, the aim is to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to gain attention.

Give children a choice

This may be as simple as allowing a choice about which piece of work to complete first. Being given choices increases a child's sense of independence, which in turn contributes to their self-esteem. The children will also be reminded about making the 'right choice' when they are not following our values, our ROOTS.

Be consistent

Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

Set high expectations

It is important for adults in school to set high expectations for all pupils in regards to their attitude and behaviour. This is not exclusive to the classroom and also applies to when the children are moving around the school and during school assemblies. Children need to be made aware of what the expectations of behaviour are and these need to be made clear to enable the children to follow expectations.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour expected from our children, our ROOTS values and the Restorative Practice principles which we believe in. It is important children observe these not only in adult interactions with children, but in adult to adult interactions as well.

Listen to the children

Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings (eg. "You seem cross, did something happen?"). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be secure in the knowledge that issues will be dealt with appropriately.

Maintain frequent contact

All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

Pre-empt disruptive behaviour

Teachers and adults in the classroom need to display a constant awareness of what is happening throughout the classroom. This allows off-task behaviour to be spotted early and children's attention returned to the task before behaviour actually becomes disruptive.

Self awareness

Adults in school need to communicate confidence and authority. In order to do this it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of voice, body posture, choice of words and use of eye contact.

Catch them being good

Noticing and acknowledging anything that is in the direction that adults in school wish children to take will encourage and reinforce positive behaviour. Examples include: entering the classroom quickly and quietly, treating books and equipment carefully, looking at the teacher quickly and quietly when asked to listen, starting work quickly, being polite, moving from one task to another without teacher reminders, tidying and clearing up, working hard on a piece of work, telling the truth, holding the door open for someone, handing homework in on time, being a good friend, saying please and thank you, asking for help when they need it, walking quietly around school, listening well in assembly, working well with a group of classmates, being willing to try something new or difficult, offering to help without being asked, taking turns and waiting for others.

5.2 Positive discipline – least to most intrusive

We believe in using positive discipline as a form of guidance and instruction and place a great deal of importance on the language this involves. We ensure that we:

- Focus on the behaviour, the choice made, rather than attacking the person
- Are brief when addressing behaviour
- Calm ourselves before trying to calm the student – we avoid raising our voice and do not become involved in arguments

- Give the student take up time whenever possible - when a direction has been given, allow the child time to make the decision to comply. It includes the idea of 'face saving', co-operation, expectation and trust. Some children take longer than others to process information. Watching the child and waiting is, in a way, a form of challenge and encourages other children to do the same, creating an audience.
- Balance correction with encouragement and the re-establishment of working relationships
- Concentrate on the 'primary behaviour', our values, routines and the rights of others that may have been affected rather than on 'secondary behaviours' wherever possible.
- We don't believe in using sarcasm as a tool.

Below is a range of behaviour management strategies. It is not exhaustive but comprises strategies from the least to most intrusive to learning, where teaching is interrupted. This is an eventuality that should be avoided as far as is possible, as the teachers are here to teach, and the children are here to learn.

- ❖ Tactical/planned ignoring- a conscious decision to ignore a specific undesired behaviour and keep the focus on the flow of the lesson, or on acknowledging and reinforcing positive behaviour. Used consistently, students notice when and for what the teacher gives attention to a student. It may be appropriate to discuss the behaviour with the pupil later. It is only helpful if the students sense that the teacher is conveying a message with it.
- ❖ Non verbal messages – 'The Look', moving closer, visual prompts, gestures. They can be explained to the whole class or just to individuals. They can be a positive form of communication reducing the amount of corrective language required, without an intrusive fuss.
- ❖ Distraction – With low level disruption, a teacher can distract or divert by using casual intervention e.g 'How's it going?' 'Can I have a look?' 'Where are you up to?' 'You've done such a great job with your writing would you be able to go and show it to David I think your ideas could really help him'. This may also involve giving the child a special task to do e.g. fetching a resource etc.
- ❖ Description of reality – A simple, calm statement of fact describing the inappropriate behaviour. "John, you are talking." "A number of students are calling out." By describing what they are doing we raise behaviour awareness.
- ❖ Directional reminder– These often relate to rules and routines. 'Remember, hands up if you want to speak, thank you.' 'Our rule for lining up is... thank you.' 'Remember our rule for working noise, thank you.' A simple clear statement of desired behaviour followed by 'thank you'. Using thank you implies compliance. This reminds the pupils of what they should be doing and avoids getting involved in a discussion about what they are doing wrong. Use instead of a negative e.g. 'Don't talk while I am talking.'
- ❖ The tactical pause – this can help initiate and sustain attention when giving a direction. The pause indicates 'I expect you to listen to what follows now that I have your initial attention.' E.g. 'David, (pause), facing this way and listening, thanks.'
- ❖ Question – Avoid using why questions at all costs. Ask a prompt question to show that inappropriate behaviour has been noticed e.g. "What's happening here?" An inappropriate response may be given by the student so it may need to be followed by a description of reality e.g. 'John I saw you talking' and a further question 'What are you supposed to be doing?' The question redirects the student to own their behaviour. If the incorrect response is given a further directional reminder can be given.
- ❖ Conditional directions – 'When....then' 'After.....then' 'Yes....when' E.g. 'After you've packed away then you can get ready for playtime.' This is far more positive than 'No you can't get ready for playtime because...'
- ❖ Directed choice – 'Paul...that's a nice toy but I want you to put it in your tray or on my desk.'
- ❖ Directing students aside – It can be helpful to correct some students more privately away from their immediate audience by calling them over. It is important to give take up time and not watch or wait for them to comply.
- ❖ Redirection/blocking – When compliance is not gained immediately and the low level behaviours continue, insist on what is required by using the 'broken record' technique. This is a repeated

statement of the direction using the pupil's name and 'thanks' at the end. The language remains unchanged until the instruction is followed. The repeated direction 'blocks' the student's procrastination.

- ❖ Partial agreement – followed by redirection/blocking. E.g 'Maybe you were talking about the work, but now I need you to listen, thank you,'
- ❖ Choice or consequence - This enables a pupil to take responsibility for his/her actions. 'If you continue to...(be specific about the off-task or disruptive behaviour) then you are choosing to....(outline the immediate or deferred consequence – moving onto the amber or red leaf, working away from others, time out for a fixed amount of time in a nearby class, staying in at playtime to discuss their behaviour or fix things up)'

5.3 Reestablishment of working relationships

After any form of correction has been used, it is vital that staff re-establish a positive working relationship with the student. A positive interaction with the student e.g. praise, encouragement, or even a smile as soon as possible after correction reassures the student they are still an accepted and valued member of the class.

6. Rewards and Consequences

Each classroom has a values tree displayed. There are 5 roots, one to represent each of our school ROOTS values. Each child in the class has their name written on a leaf on the tree. At the start of the day, all leaves should be on the branches of the trees, showing the children are part of our Great Linford family. Beside the tree is a large amber leaf and a large red leaf. Flying above our values tree are four golden birds, labelled to represent the 4 core entitlements for our children.

6.1 Rewards

If children follow our values, they will be demonstrating good behaviour and learning behaviours and their leaf remains on the family tree in their classroom. This is an expectation we have for all of our children. Some children may be demonstrating our values particularly well and in recognition of this will be rewarded by having their leaf moved onto a golden bird. Each of the golden birds, representing one of the four core entitlements for our children, can be accessed through following our ROOTS values:

- **Respect all** people, animals and our environment
- **Speak kindly** and listen to others
If children are modelling these values, they will be ensuring they and their classmates **ENJOY** their day at school.
- **Overcome challenges** and never give up
- **Open our minds** to creativity and curiosity
If children are modelling these values, they will be allowing themselves to **ASPIRE** and **ACHIEVE**.
- **Take care** of our bodies and minds to grow healthily
If children are modelling this value, they will be allowing themselves and one another to **THRIVE**.

In addition to being moved up onto gold, they will also be rewarded with a house point for their house group.

Children who have been moved up onto gold who really are going 'Above and Beyond' in modelling our ROOTS will also receive a special Great Linford Above and Beyond golden sticker and instead of one house point will receive three house points for their house group.

The Aspire golden bird is an extra special golden bird which only one child per class per week receives. It is for a child who has aspired to be the best that they can be that week and succeeded in doing so. Not only do they receive a special golden sticker, but they also are given the Aspire trophy and a special certificate to take home. Aspire trophy winners are announced in front of their Key Stage during weekly Key Stage assemblies, named on the school website and attend a special celebration tea with the Headteacher.

6.2 Consequences

An essential part of our behaviour management lies in the fact that a pupil knows sanctions will be imposed consistently for unacceptable behaviour.

1	<p style="text-align: center;"><u>Reminder</u></p> <ul style="list-style-type: none"> • Use the positive discipline strategies listed in 5.2 • Refer to the learning zone the child is in. <p>e.g '(name), you are in learning zone 2, you need to have your eyes on me, show me how quickly you can get into learning zone 5.'</p> <p>No more than a couple of reminders should be given before progressing to the next level.</p>
2	<p style="text-align: center;"><u>Warning = Amber leaf</u></p> <ul style="list-style-type: none"> • Refer to <u>the choice</u> the child has made to stay in the wrong learning zone and refer them to the roots they need to grow. • The child falls off our family tree on to the amber leaf. Use a whiteboard pen to put a dot next to their name on their leaf. • Use the choice or consequence strategy – if you continue to..... then you are choosing to... (explain consequence) <p>e.g '(name), you are choosing to stay in learning zone 1 which is very disappointing, you are not showing our respect root. Go and move yourself onto amber. You need to start making the right choices to grow your behaviour so you can rejoin our family tree.'</p> <p>Make a real effort to catch the child being good in the next few minutes to re-establish the working relationship. Aim to get the child back onto the tree as quickly as possible. If the child falls off the tree again, put another dot with the whiteboard pen. If this gets to three dots, they move to the next level of consequence, the red leaf.</p>
3	<p style="text-align: center;"><u>Consequence and follow up reflection= Red leaf</u></p> <ul style="list-style-type: none"> • Explain to the child on the amber leaf they are not making the right choices. Refer again to what learning zone they are in and which ROOTS they are not showing. • Move the child to red 'You have continued to choose to... which means you have chosen to move to red.' Put a dash using a whiteboard pen next to the child's name on their leaf. • The consequence may be immediate or deferred. • All children will have the deferred follow up reflection during part of breaktime. <p><u>Immediate consequences:</u></p> <ul style="list-style-type: none"> • Relocation to the reflection table

	<ul style="list-style-type: none"> - Move the child to the reflection table away from distractions and leave them to complete their learning. • Time out of the classroom - It may be more appropriate for the child to complete their learning in the reflection area in another classroom. <p><u>Deferred consequences:</u></p> <ul style="list-style-type: none"> • Finishing work at break time • Fixing the situation at break time – e.g. verbal or written apology, tidying up any mess they have created <p><u>Follow up reflection</u></p> <ul style="list-style-type: none"> • You will need to have a restorative conversation with the child to help them reflect on their behaviour and make better choices in future. It also helps restore the relationship with the teacher. It may need to involve particular individuals from the class if relationships need to be restored here too. • After the discussion, the child must fill in a reflection form. There are separate proformas for KS1 and KS2. This form may need to be scribed by the teacher in KS1. • If the reflection form does not fully document the incident, the class teacher may choose to fill out a non serious behaviour incident form to file with it. • Reflection forms and any non serious incident forms are filed in the Class Profile folder. • The reflection needs to be at an appropriate time and should not impact on anyone’s learning. Typically, the child will miss part of their playtime or lunchtime to speak to you and complete the reflection form.
4	<p style="text-align: center;"><u>Serious Incident = Detention - Loss of lunchtime</u></p> <ul style="list-style-type: none"> • After three red leaf consequences and reflections in one week (indicated by three dashes on the child’s leaf), the child loses their lunchtime with a Senior Leader, as repeated non serious incidents within a week now becomes a serious incident. A serious incident form should be completed documenting the details and dates of the non serious incident. They should go straight to detention at the start of lunch taking the incident form with them where they will complete a reflection form. • Some behaviour incidents are serious enough to go straight to this level of consequence, bypassing the previous stages. There is a serious incident poster in every classroom describing behaviours that are classed as a serious incident. • The class teacher updates the parents as necessary – a phone call home or inviting them in for a chat. We avoid at all costs discussing behaviour on the playground at pick up time in front of other parents. • For children regularly attending lunchtime detention, there will always be a discussion with parents which will involve the AHT or EYFS/KS1 leader.
5	<p style="text-align: center;"><u>Headteacher’s ROOTS Report</u></p> <p>The AHT and EYFS/KS1 monitors the detention file regularly. If a child attends detention three times in a half term, they will next be put on a Headteacher’s report. In each session, the child will have to demonstrate they are meeting ROOTS values targets. The report sheet will monitor their progress against these targets and will be checked by the AHT, EYFS/KS1 leader or the HT at the end of the morning and the afternoon.</p>
6	<p style="text-align: center;"><u>Serious incident = Parents meet with the Headteacher</u></p> <p>If lunchtime detention and being on Headteacher report is not having an impact on improving behaviour, the EYFS/KS1 leader or AHT meets with the Headteacher and a decision will be made on what the best option for that child is. This could involve:</p> <ul style="list-style-type: none"> • The child going into ‘seclusion’, working away from their classmates on work set by their class teacher (internal exclusion)

- Indefinite loss of privileges such as play time until significant improvement in behaviour has been seen.
- An exclusion being given.

Parents will be invited in for a meeting with the Headteacher to inform them of the decision that has been made.

Some behaviour incidents are serious enough to go straight to this level of consequence, by-passing the previous stages. There is a serious incident poster in every classroom describing behaviours that are classed as a serious incident.

6.3 Serious incidents

These incidents include:

- Any physical confrontations from pupils towards staff.
- Violence where a pupil causes injury.
- Fighting.
- Threatening/offensive language.
- Malicious accusations.
- Possession of a weapon.
- Deliberate property damage.
- Bullying.
- Prejudice relating to race, gender, disability, religion or belief.

Serious incidents will always result at minimum in a lunchtime detention and a meeting with the parents, class teacher and the AHT or EYS/KS1 leader.

Where the child is a danger to themselves or others, they will be removed from the classroom immediately. Depending on the severity of the incident, they will remain out of class internally excluded for the rest of the day. In very serious cases, the Headteacher will meet with the parents to discuss a further internal exclusion the following day or a fixed term exclusion.

Where a serious incident occurs at lunchtime, the child will be taken straight to lunchtime detention. The staff on the playground who witnessed the incident will complete a serious incident form and the EYFS/KS1 leader or AHT will be informed as soon as possible.

6.4 The importance of follow up reflection

We cannot always deal effectively with all aspects of students' behaviour in the public setting of class and lesson time. We have to defer some consequences until after class, during break and lunch time, often after some 'time-out' in class has been given and without the peer audience. Even if you have been able to successfully redirect and defuse much of the undesired 'primary behaviour' in the lesson, a follow up chat allows you time to discuss the behaviour choice explicitly with the student. It also allows you time to discuss any secondary behaviours they may be demonstrating. It allows the student time to reflect on their behaviour and for you to restore and repair the relationship as necessary.

If teachers want to follow up after class, it is often good practice to leave the communication of this intention until just before the end of the lesson to avoid any prolonged arguments that the student may try and initiate as a result. It is also useful to begin the discussion acknowledging how the student might be feeling. The discussion allows the student the right of reply, something you may have 'blocked' during the lesson. It is important to listen to them while keeping the focus of the dialogue on the behavioural issue.

7. Searching pupils and the use of reasonable force

Some behaviours are more challenging than others. In most instances an adult's usual control and professionalism will be enough to diffuse any problematical situation. However, where inappropriate behaviour is likely to escalate or to prove damaging to people or property, all staff must intervene to "regulate the conduct of pupils" (Education and Inspections Act, 2006).

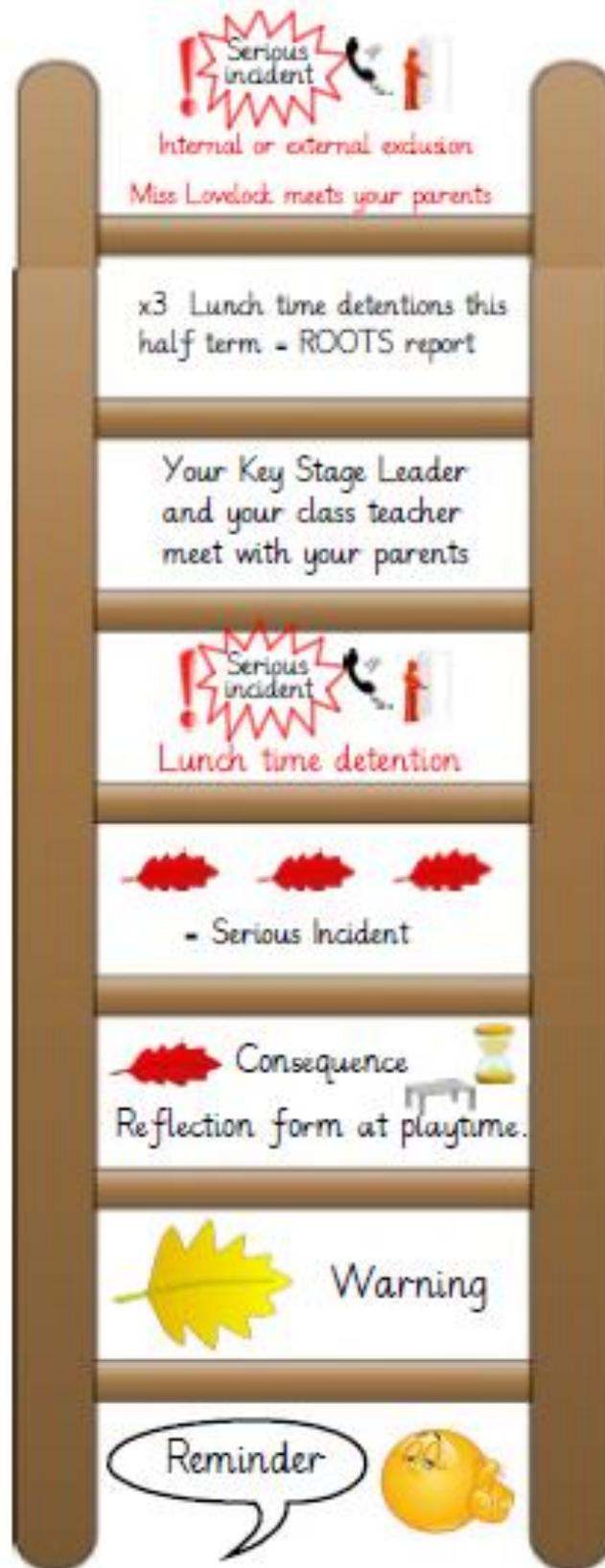
Steps, such as dialogue and diversion should always be taken initially. However in some circumstances, screening and searching pupils, using reasonable force or positive handling may be necessary. If this is the case then the following points should be noted:

- Staff must have good grounds, such as the risk of injury to persons or damage to property.
- Searching without consent is condoned if the pupil is suspected to be carrying a weapon, alcohol, illegal drugs, stolen items, cigarettes, fireworks or pornographic images. Searching may also be required if the pupil is carrying chewing gum, sweets, large amounts of money, communication devices such as a mobile phone during lesson times, or items that may be offensive to other children or staff.
- In incidents of 'reasonable force' use, only minimum force should be applied.
- Restraint should be relaxed as soon as possible.
- Where possible, other staff should be present to assist or to act as a witness.
- If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than necessary.
- All responses must be proportionate, and the pupil's age, special educational needs or disabilities, or religious requirements they may have must be taken into account (Education and Inspections Act, 2006)

8. Exclusions

In the most serious cases, where all interventions have failed or where behaviour is dangerous or a threat to another child or member of staff, we may use exclusions. We do not wish to exclude any child from school, but sometimes this may be necessary. Guidance on exclusion from schools is given from the DfE document 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: Statutory guidance for those with legal responsibilities in relation to exclusion' and the Milton Keynes Local Authority document 'Milton Keynes Exclusion Guidance.' The Head Teacher, in consultation with other members of the Senior Leadership Team and The Governing Body, will be responsible for judging whether exclusion is appropriate.

- a) A warning of exclusion.
- b) Fixed term exclusion.
- c) In the last resort, permanent exclusion.



Appendix 2 – Serious incident poster for classrooms



- Fighting
- Bullying
- Racism
- 
- Deliberate property damage
- Dangerous behaviour
- Offensive language



Restorative Reflection Sheet



Name:

Date:

What did I do?	What value didn't I follow?
Who have I harmed?	How can I put things right? What will be different next time?



Restorative Reflection Sheet



Name:

Date:

<p>What happened?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Which of the ROOTS didn't I follow?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respect all people, animals and the environment <input type="checkbox"/> Open our minds to creativity and curiosity <input type="checkbox"/> Overcome challenges and never give up <input type="checkbox"/> Take care of our bodies and minds <input type="checkbox"/> Speak kindly and listen to others
<p>Who have I harmed?</p> <p><u>Children:</u></p> <p><u>Adults:</u></p>	<p>How can I put things right? What will be different next time?</p> <p>I am going to _____</p> <hr/> <hr/>

Appendix 4 – Behaviour incident form



Behaviour incident recording form 2016/17

Name of child:

Date:

Class:

Please circle:

Serious

Non serious

If this is a Serious Incident, circle the relevant type of incident:

Fighting

Bullying

Racism

Deliberate Property Damage

Dangerous Behaviour

Offensive language

Repeated non serious incidents

Please record the details of the serious or non serious incident:

Actions taken and people incident has been reported to:

- Completed reflection forms stapled to the back of the forms