

Fosse Multi Academy Trust



Behaviour and Relationships Policy

APPENDIX 3 NEWBOLD & TREDINGTON SPECIFICS

<p>Ready</p> 	<p>Safe</p> 	<p>Kind</p> 
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Our Behaviour Policy is based upon

Our Values and Expectations





The Five Principles of our Practice



We expect to see from all our staff, governors, trustees and visitors the following adult behaviours:

- Calmness
- Humour
- Empathy
- Consistency
- Reflective Practice
- Staff aiming for “win/win” situations
- Catching students being positive
- Recognising and praising good conduct publicly, confident and with a smile
- De-escalation
- Use their PACE training

Newbold and Tredington C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standard of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the rules of the school being: Ready, Safe, Kind.

<h1>Ready</h1> 	<h1>Safe</h1> 	<h1>Kind</h1> 
<ul style="list-style-type: none"> • I am ready to listen • I am ready to learn and take pride in all I do • I am on time for school and in the correct uniform 	<ul style="list-style-type: none"> • I move around the school calmly and quietly • I look after my school and my belongings • I tidy up • I make safe choices 	<ul style="list-style-type: none"> • I treat others with respect and listen to their ideas • I use manners • I show care and offer to help others • I use kind words and actions • I greet my friends and teachers when I arrive and leave

Expectations of Adults

Consistent adult behaviour, relentless routines and [first attention to best conduct](#) will lead to pupils consistently conforming to our expectations.

All staff must:

1. Meet and Greet - Take time to welcome students at the start of the day and in their classrooms at the beginning and the end of the day.
2. Use personal, sincere praise all day
3. Never walk past or ignore students who are failing to meet expectations
4. Use rewards systems consistently
5. Always redirect students ensuring that they are...

6. Be assertive - Being able to communicate your needs in a way that is:

- Being in control
- Being clear
- Being decisive with clear conviction
- Being direct
- Being polite and fair

Members of staff who manage behaviour well...

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion



At Newbold and Tredington C of E Primary School we reward positive behaviour and achievement in the following ways:

- Regular verbal and non verbal praise
- Recognition of non academic achievements - SHINE
- Awarding house points
- Individual class points (marbles) for class prizes/recognition
- Golden tickets
- Messages sent home by the Headteacher in recognition of positive behaviour choices
- Afternoon tea with the Head teacher for children who show above and beyond exceptional behaviour
- Lunch time award to recognise exceptional behaviour at lunchtime - Children have table cloth, flowers and after dinner treats.

Behaviour Pathway - De escalation



De-escalation of inappropriate student behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate staff should use a range of strategies to support that student to get back on track without giving attention to the negative behaviour.

1. **Reminder**
2. **Warning**
3. **Thinking Time**
4. **Repair**

Reminder - Remind child about which rule they are breaking.

Warning - Ask them to come out of the classroom for a quiet word. "If you choose to break the rule again then there will be consequences for your actions."

Thinking Time - Now you need to think about your actions

Repair - Time to apologise.

Should you feel, using your professional judgement, that the situation should be taken further, then parents may be phoned.

Further steps involving the Headteacher may be seclusion, suspension or exclusion.

1. **Reminder - verbal**

Gentle approach, use child's name, child level, eye contact, deliver message

I notice you chose to ... (noticed behaviour)

This is a REMINDER that we need to be (Ready, Safe, Kind)

You now have the chance to make a better choice, just like you did (remind of a time when they did what you need them to do now)

Thank you

Example - "I notice that you are running. You are breaking our school rule of being **safe**. Please walk like you did this morning. Thank you."

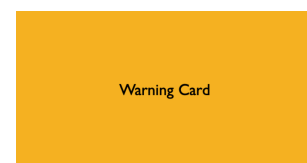
2. **Warning - yellow warning card given**

I notice you chose to ... (noticed behaviour)

*This is the **second** time I have spoken to you.*

If you chose to break the rule again you leave me no choice but to ask you to leave the room/stop playing (child's name). Do you remember when (reminder of previous positive behaviour)

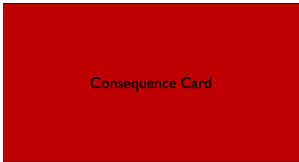
That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you.



Example - "I have noticed you have chosen to not be ready to do your work and this is the second time I have spoken to you. You are breaking the school rule to be **ready**.

If you choose to break the rule again then you will have to catch your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you."

3. Thinking Time - during a consequence (red card issued)



I noticed you (noticed behaviour)

You have chosen to/need to:

Classroom - go to the "Thinking Space"

Playground - stand by a member of staff

Example - "I have noticed that you are using rude words. You are breaking the school rule of being kind. You have now chosen to go and stand by an adult. I will come and talk to you in two minutes. Thank you."

DO NOT DESCRIBE THE CHILD'S BEHAVIOUR TO ANOTHER ADULT IN FRONT OF THAT CHILD.

4. Repair

FOLLOW UP, REPAIR AND RESTORE - Restorative conversations

1. What happened? (Neutral, dispassionate language)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?
6. Ask the child if they have anything to say?

An apology is only of value if it is meant. Forcing a child to apologise is not going to change the situation.

REMEMBER IT'S NOT THE SEVERITY OF THE SANCTION, IT'S THE CERTAINTY THAT THIS FOLLOW UP WILL TAKE PLACE THAT IS IMPORTANT.

Incidents are logged in behaviour books.

Consequences

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it is being/will be dealt with.

When students have been given the support and opportunities to make the right choices (see above) but do not modify their behaviour, staff will use the agreed consequences for extreme behaviour.

Behaviour	Positive action to make a difference	Logical consequence
Medium Level		
Refusal to work	Distraction and diversion - "come and sit down, let's look at your work together" Praise/recognition Next steps, recon learning, offer peer support. Calming time	<ul style="list-style-type: none"> • Restorative discussion • Catch up work at break time • Inform parents

Swearing	Distraction and diversion Calming time	<ul style="list-style-type: none"> • Restorative discussion • Apology to adult and children (verbal or written) • Inform parents • Discussion to agreed consequences
High Level		
Throwing equipment	Distraction and diversion Remove equipment Short positive discussion about the use of equipment Calming time	<ul style="list-style-type: none"> • Miss free time to discuss behaviour • Tidy up mess in free time
Arguing with adults	Positive communication Seek support	<ul style="list-style-type: none"> • Miss free time to discuss behaviour
Damage to property/ equipment	Distraction and diversion Remove equipment, Short positive discussion about use of equipment Mend/replace items	<ul style="list-style-type: none"> • Miss free time to discuss behaviour • Tidy up mess in free time • Mend/replace broken items
Physical child on child/ adult	Kicking, punching, spitting, bitting, pulling hair etc	<ul style="list-style-type: none"> • Restorative discussion • Apology to adult and children (verbal or written) • Inform parents • Discussion to agreed consequences
Racist language or actions	Using offensive language, gestures etc	<ul style="list-style-type: none"> • Restorative discussion • Apology to adult and children (verbal or written) • Inform parents • Discussion to agreed consequences

Extreme behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our staff to build relationships with the children. These children have “Positive Intervention Plans”.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only. They will ensure that any restraint is “reasonable, proportionate and necessary”.

The school will record all serious behavioural incidents in behaviour books and incidents of physical restraint will be on “pink paper”. Any restraint made by trained staff, will be recorded as soon as possible after the event, and within 24 hours. It should set out the whole picture of what has happened. If more than one member of staff was involved, they should create individual reports rather than a collaborative one.

Fixed term suspensions and permanent exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed term suspension will be enforced under these circumstances:

- Staff need respite after an extreme incident
- The child needs time to reflect on behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour.

Physical Attacks on Adults

We take incidents of violence towards staff very seriously. We also understand that staff are the adults in the situation and use a “common sense” approach to keep themselves and the child safe and to manage the situation effectively. Staff can use “reasonable measures” to protect themselves in accordance with our “Use of Reasonable Force Policy”. Only staff trained in Positive Handling should use restraint on a child.

Whilst incidents of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child in our care. It is important for us, as adults, to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to show compassion and care for the child. Suspensions and exclusions will only happen once we have explored several options and have created a plan around a child.

Final Note

The five pillars of our principles of our practice are the first approach that all staff will use to ensure behaviour is exemplary. We create an environment that is safe, where everyone feels respected and where children come into each lesson ready to engage in learning. We know that adult consistency, positivity and kindness supports children to be the best they can be.

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”.

(Paul Dix, Pivotal education)