

Behaviour Policy 2023-24

'Calm, Safe and Respectful'

1. Policy statement

Tweedmouth West School is committed to creating an environment where exemplary behaviour is at the heart of productive 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. Our behaviour policy guides staff to teach self-discipline not unthinking compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To build a community which values kindness, care, good humour, good temper, good manners and empathy for others.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To actively give learners attention and importance for good conduct, not poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

As Ofsted explains: "High expectations for behaviour and attitudes should include the development of core values such as respect for self and others, resilience and motivation to succeed." Positive learning behaviour is about creating an environment where students are encouraged to take ownership of their learning

Rights Children have the right...	Responsibilities Children have the responsibility...
To be protected from conflict, cruelty, exploitation and neglect.	To care and respect each other with understanding. Not to bully or harm each other.
To a clean environment, at home, at school or wherever they are.	To do what they can to look after the environment.
To be educated.	To learn as much as they can and help others to learn.
To freedom of thought and religion.	To respect other people's thoughts and religions.
To be heard.	To listen to people.
To proper medical care.	To take care of themselves.
To be loved and respected.	To show love and respect to others.
To special care for special needs.	To be the best they can be.
To make mistakes.	To learn from their mistakes.
To be adequately fed.	To understand that food and water are to be appreciated in our world and we are fortunate to have enough whilst others do not, therefore we don't waste it.
To relax, play and join a wide range of activities.	To include everyone in their games.

Consistency in practice

- **Consistent language; consistent response:** Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- **Consistent respect from the adults:** Even in the face of disrespectful learners!

- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at reception.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners

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 learners feel treated as valued individuals they respect adults and accept their authority.

All staff

- Meet and greet at the door.
- Refer to 'Calm, Safe, Respectful'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give 'take up time' when going through the steps.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

The Headteacher is to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

Recognition and rewards for effort 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 learners are hardest to reach..

Classroom/teaching space Engagement with learning is always the primary aim. For the vast majority of learners 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 give attention to negative attention seekers.

Practical steps in managing and modifying poor behaviour Learners are held responsible for their behaviour.

The reminder

A reminder of the expectations for learners to be **Calm, Safe, Respectful** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has time and a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention a. Gentle approach, personal, non-threatening, side on, eye level or lower. b. State the behaviour that was observed and which rule/expectation/routine it contravenes. c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning

The time-out The learner is asked to speak to the teacher away from others • Boundaries are reset • Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. • Learners are given a final opportunity to re engage with the learning / follow instructions. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of staff will escort the learner to a workspace outside the teaching room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. At Tweedmouth West we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or bring attention to those who choose not to meet our high standards of behaviour.

Partnership stage The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will spend time with a

trained member of staff (e.g Headteacher, Thrive TA, Mental Health Leader, named mentor) who will:

- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by Mrs Dalrymple, Headteacher
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded on our CPOMS platform.

Positive behaviour has positive consequences which is celebrated in a variety of ways:

- ★ Spot children being good and praise at every opportunity
- ★ Stickers for exceptional effort, work or homework may also be given
- ★ Star of the term certificates
- ★ Parents informed
- ★ We have a fresh start every lesson.
- ★ Members of the 'Always Club' get a treat at the end of each half term

Negative behaviour also has negative consequences:

- ☐ Lost learning time
- ☐ Meetings with parents
- ☐ Exclusion from lunchtimes
- ☐ Internal exclusion
- ☐ Fixed term exclusion- suspension
- ☐ Permanent exclusion

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours [Anti-bullying Policy 23-24](#)
- Physical violence or verbal aggression directed towards an adult or pupil

- Use of object to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources

Safeguarding and Behaviour

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Inclusion

Every child is unique and this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with SENCOs and in some cases, the Headteacher and the Deputy Headteacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different response, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child eg Early Help (with parental consent), and Thrive(with parental consent).

When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways and this has been very successful to date. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any unmet needs. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue.

Preventing recurrence of misbehaviour:

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system. The aim of all interventions is to identify and address underlying factors leading to misbehaviour and to assess the appropriateness of the provision in place for the child. Working with a range of agencies and outside providers, we offer Thrive sessions.

Behaviour Support Plans

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required. Our school operates a 'graduated response'.

Behaviour support plans (BSP):

- Describe the behaviours
- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated
- Should be easy to understand
- Should consider the need for a Crisis Management Plan and/or a Risk Assessment

All plans are formally reviewed and updated every 4-6 weeks with the class teacher, Headteacher and SENCo. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents are made aware of the strategies that are being used at school
- Provides clear documentation

Following any incidents of extreme behaviour, there will be a review to discuss what happened, what support is needed and CPOMS records made. The review will discuss what were the triggers, and what might help in the future. The success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to make adjustments, persist with strategies for longer, or change the approach.

Examples of proactive strategies include

- Removing or minimising identified triggers in advance
- Now and next board (including transition reminders) Language of 'first... then...'
- Explaining new situations before they occur
- Pre-teaching activity
- Visual timetable (establishing routine)
- Spot them being good – positive descriptive praise
- Choices – this or this
- Necessary adjustments to the physical environment (noise levels, seating arrangements)
- Visual aids (e.g traffic light cards, feelings cards, calm-down cards)
- Distraction techniques
- An agreed calming activity

Examples of reactive strategies (strategies that are used after the undesired behaviour occurs)

- Ignoring certain behaviours (e.g adult name-calling, swearing) if appropriate
- Reminding the child what is expected of them
- Distraction
- Removing the trigger related to the incident
- Any calming techniques including a calm space
- Reassurance
- Restorative justice
- Use of phrases to use and not to use
- Change of face/place

School Attendance and Part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs.

A part-time time table will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

The Use of Reasonable Force (in line with DfE advice July 2023 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent.

Circumstances in which reasonable force would be used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff.

Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. *NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.*

Reasonable force covers a broad range of actions – involve a degree of physical contact to control or restrain children. Reasonable – 'using no more force than is needed':

- To prevent a pupil from committing an offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils

What will happen when reasonable force is use

School will record what has happened including who witnessed it.

School will ensure that staff have used force reasonably, proportionately and appropriately.

School will ensure that parents/carers are informed.

Removal

Removal may be used as a response to serious misbehaviour. Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:

To maintain safety for all pupils following an unreasonably high level of disruption

To allow the pupil to regain calm in a safe space

To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space. In both Key Stages this will be the Headteacher's Office or The Hive supervised by an appropriate adult directed by the Headteacher. Work will be planned for and provided by the class teacher to ensure that the child continues to learn.

Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.

Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

Behaviour for excellent teaching and learning – One page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, **Calm, Safe, Respectful**, 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 learners.
- 4 Use positive recognition in each classroom throughout the lesson.
- 5 Refer to **Calm, Safe, Respectful**, in all conversations about behaviour.
- 6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving badly.

Actions

Redirection Gentle encouragement, a 'nudge' in the right direction, small act of kindness
Reminder A reminder of the expectations **Calm, Safe, Respectful**, delivered privately wherever possible. Repeat reminders if necessary. De escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Caution A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

Time Out Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

Reparation A restorative meeting should take place before the next lesson.

Formal Meeting A meeting with the teacher, learner and Headteacher, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks.

A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service.

