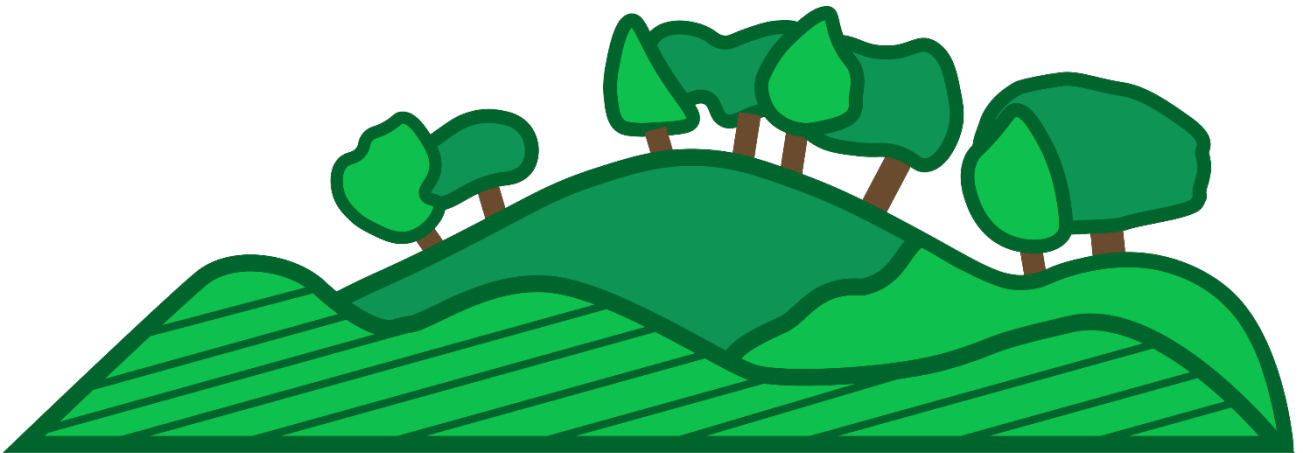


Behaviour Policy



Downsview

Community Primary School

Approved by:	Full Governing Board
Date:	September 2024
Next review due by:	September 2025

Downsview Community 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 standards 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 values of being: **'Respectful, Ready, and Safe.'**

At Downsview Community Primary School we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments
- Understand the impact each individual can have on their class, school and the wider community

Purpose of the behaviour policy:

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

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to **'Be Ready, Be Respectful and Be Safe'**
- Recognise 'Over and Beyond' behaviours

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

Downsview Community Primary School principles: **'Be Ready, Be Respectful and Be Safe'**

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

Be Ready to learn, to succeed, to engage, to achieve	Be Respectful to yourself, to others, to resources, to the environment	Be Safe at play, at work, in mind, in body
<ul style="list-style-type: none"> ▶ Be well rested and ready for school each day ▶ Be on time for school and attend school regularly ▶ Wear the correct uniform (named) ▶ Have your learning resources ready ▶ Always listen and be attentive ▶ Focus on your work all the time and always give it your best 	<ul style="list-style-type: none"> ▶ Listen to others ▶ Allow others to speak ▶ Follow all instructions from an adult in school ▶ Use appropriate language and tone when speaking to others ▶ Look after the school environment, equipment and displays ▶ Use the bins provided for all litter ▶ Look after equipment and belongings of others ▶ Put equipment away in the correct place 	<ul style="list-style-type: none"> ▶ Keep hands, feet, objects and unkind comments to yourself ▶ Stop, stand still and remain quiet when the bell is rung ▶ Line up correctly when leaving and returning to the classroom ▶ Speak to an adult about any problems or issues ▶ To act sensibly to and from school ▶ Walk calmly around the school and when coming inside from the playground ▶ Be in the right place at the right time

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe 	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to and from the playground at breaktime, lunchtime and after school 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language 	<ol style="list-style-type: none"> 1. Recognition boards 2. Certificates 3. Stickers 4. Verbal praise 5. Notes home 6. SLT praise 7. Class Rewards 8. Show work to another adults 9. Class Dojo points awarded 10. Phone call Friday 11. Golden Child award

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

<p>1. REMINDER</p>	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening.</p> <p>Example – “I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.”</p>
<p>2. WARNING</p>	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.)</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I’m glad we had this conversation.</p> <p>Example – “I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.”</p>
<p>3. TIME OUT</p>	<p>I noticed you chose to (noticed behaviour) You need to..... (Go to quiet area / Go to sit with other class / Go to another table etc.)</p> <p>Playground: You need to (Stand by other staff member / me / Sit on the picnic bench/ stand by the wall etc.) I will speak to you in two minutes.</p> <p>Example – “I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.”</p> <p>*DO NOT describe child's behaviour to another adult in front of the child*</p>
<p>4. FOLLOW UP – REPAIR & RESTORE</p>	<ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? • What should we do to put things right? How can we do things differently?

Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

ClassDojo:

ClassDojo is an online reward platform that school staff use to award children Behaviour Points for demonstrating our school rules.

Awards for ClassDojo Points

- Weekly reward for the individual with the most points in each class
- Termly House award
- Milestone whole school awards

Sanctions:

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Downsview Community Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged on a 'Behaviour Log form' (see Appendix one) and kept in the class file.

BEHAVIOUR PATHWAY



Reminder
Warning
Time Out
Follow up/Reparative Conversation

If a child has already been through the behaviour pathway above in one session; the child will then need to complete their next timeout in the reflection room at lunchtime.

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Sent to SLT
Parents phoned
Parents called to school
Seclusion
Exclusion

Reflection

Reflection is a supervised session every lunchtime for children who need to reflect on a behaviour and complete a timeout. Children will need to attend reflection if they have already been through the behaviour pathway in one session, require a timeout for a behaviour shown on the playground, an extreme behaviour has been witnessed or are completing an internal isolation.

When a child is required to attend reflection, they will complete a reflection sheet regarding behaviour they have shown. A log of children who have attended reflection will be kept in the Head Teacher's office.

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 most skillful staff to build relationships with each individual child.

These children will have a bespoke 'Pastoral Support Plan' that can be found in *Appendix A*.

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 as a last resort. Further details can be found in *Appendix B – Physical Intervention and Use of Reasonable Force Policy*.

The school will record all serious behaviour on My Concern. Records of all serious behavior incidents can only be recorded by the senior leadership team. Parents and carers will be informed of any behaviour which necessitates recording in this way.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:



- The child needs time to reflect on their 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

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Head Teacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Class Report/ Head Teacher Report

A pupil may be placed on report for repeated or continual breaches of the 'Downsview Values' or for a single serious contravention of our expected standards of behaviour.

A 'class report' can be introduced by the class teacher and is designed to improve behaviours through agreed targets and rewards. The teacher and pupil agree on no more than 3 areas for improvement regarding a pupil's behaviour. A series of rewards and sanctions are the agreed based on the pupil's identified needs. Progress towards these targets will be reviewed weekly. If a pupil shows no signs of improvement in identified behaviours within three weeks, the pupil will automatically be subject to a Pastoral Support Plan (PSP) and will be placed on a 'Head Teacher report.'

A 'Head Teacher report' can only be issued by the Head Teacher following a lack of improvement in behaviour while a pupil is on a 'class report' or for a single serious breach of the 'Downsview Values.' While on a 'Head Teacher report', a pupil will be prevented from playing on the playground at lunchtime, representing the school in any sporting or community event, attending extra-curricular clubs or attending a school trip without a comprehensive risk assessment in place.

Physical Attacks on Adults

At Downsview Community Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed.

All staff should report incidents directly to the Head Teacher and they should be recorded on a behaviour form. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under 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 still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.

- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply

Behaviour Log

Name:

Date:

Time:

<p>Setting Where did the incident occur?</p>	<p>Action What behaviour did the child display?</p>
<p>Trigger What happened just before the incident?</p>	<p>Result What was the result for the child? How did the adult/s respond? How did the other children respond?</p>

Name:

Date:

Time:

<p>Setting Where did the incident occur?</p>	<p>Action What behaviour did the child display?</p>
<p>Trigger What happened just before the incident?</p>	<p>Result What was the result for the child? How did the adult/s respond? How did the other children respond?</p>

PASTORAL SUPPORT PROGRAMME

NAME	GENDER	ETHNIC ORIGIN	DOB	SEN SUPPORT/ CiC/EHCP	UPN
SCHOOL	CLASS / TEACHER		START DATE OF PSP	CO-ORDINATED BY	
Downsview Community Primary School					

Assess

WHAT IS GOING WELL?	WHAT IS NOT GOING WELL
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Nature of concern:		
What are the concerning behaviour patterns? <ul style="list-style-type: none"> • 		
Where/when is the behaviour occurring?		
In the classroom	On the playground	Other
Around the school building		
How frequently is the behaviour occurring?		
Where/when is the behaviour occurring less?		
Factors affecting behaviour: (learning, language, physical, outside school issues)		

Plan

Date:

Target/s:

PUPIL COMMITMENT	PARENTAL COMMITMENT

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES

PROACTIVE (How will adults know that I'm calm, relaxed and ready to learn?)	ACTIVE (How will adults know that I'm on the edge/ becoming anxious?)	REACTIVE (How will adults know that I'm that I'm ready to explode?)	RECOVERY (How will adults know that I'm returning to my calm feeling?)
What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?

**The information above can and should inform the Risk Assessment
Please attach or identify where the Risk Assessment can be located**

HOW WILL I KNOW THAT I'M DOING WELL?	WHAT WILL HAPPEN TO HELP ME GET BACK ON TRACK?

Do

PSP TIME LIMIT AND REVIEW DATES WEEKLY PLAN	HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'? <small>(ongoing recognition of weekly success)</small>

Review

Review dates (First date set at end of planning meeting)	
	Actions from the review meeting
1st Review: Date:	
2nd Review: Date: 20th January 2021	

Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave prevent a pupil:

- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on My Concern.

Downsview Community Primary School
POSITIVE HANDLING/ RESTRICTIVE INTERVENTION INCIDENT RECORD

Name of pupil:		Year/ Class:			
Location of Incident:				Date:	
Full names of staff involved:					
Start time of incident	Duration of restraint	Injuries		Medical Check	Incident reviewed with pupil
		Pupil Y/N Adult Y/N	Y/N Y/N	Offered Y/N Accepted Y/N	Offered Y/N Accepted Y/N
Nature of Risk		External Agencies Informed		Supporting Records completed	
Threat to staff Y/N Danger to self Y/N Damage to property Y/N Absconding Y/N Other:		VSK Y/N Medial staff Y/N Social worker Y/N Police Y/N Other:		Medical book Y/N Accident Report Y/N RIDDOR report Y/N Formal Statement Y/N Other:	
Environments and Triggers:					
<i>Describe what was happening and what let up to the use of restraint:</i>					
Circle the level of potential risk: Low Medium High					
<i>Describe exactly what the risk was:</i>					
<i>Who was at risk:</i>					

Controlling risk – De-escalation and Distraction techniques used

Tick all that apply

Verbal advice and support		Success reminders	
Clear instructions & directions		Reminders previous success	
Negotiation		Reminders about consequences	
Humour		Change of adult	
Limited Choices		Diversion	
Distraction		Reassurance	
Contingent touch		Planned ignoring	
Other:			

Physical Intervention Strategies Attempted:

Tick all that apply

Guiding		Supportive holding	
Escort Hold		Seated Hold	
Kneeling holds		Double Wrist Hold	
Other:			

Response and view of the pupil:

Parent/ Carer informed	Y/N	By whom		Date & Time	
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Any other relevant information:

Head Teachers Comments:

Signed:

Date:

Form Completed by:			
Signed		Date	