

| TRUST Policy | Behaviour Policy | | | | | |
|--------------|-----------------------|------------|---------|-------------|----------------|---|
| Approved by | LAC | Issue Date | Sept 23 | Review Date | Sept 25 | |
| Audience | Trustees | | Staff | ✓ | Pupils | |
| | Local Academy Council | ✓ | Parents | ✓ | General Public | |
| | | | | | | ✓ |
| | | | | | | ✓ |

Aims of the Policy

Staff and the Local Academy Council at Church Eaton Primary School believe that:

- Every child has the right to learn, and no child has the right to disrupt the learning of others.
- All members of the school community should be free from discrimination harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Every child should be given the opportunity to develop a sense of personal responsibility for his/her own actions. This includes the school building, environment, and personal property.

How do we achieve this?

Leadership and Management- Staff Support

The implementation and of the policy is the responsibility of the Headteacher in liaison with the School Behaviour Lead. An allocated member of the Local Academy Council will meet the Behaviour Lead termly to review progress. Leaders must ensure that all staff have high expectations that support the development of our pupils as effective and responsible citizens.

All staff receive an Induction package of basic training including:

- Restorative conversations with pupils, staff, and families.
- Safeguarding.
- De-escalation training.
- Coaching –leading a solution circle
- Duty training.

This is reinforced with regular training in staff solution circles, staff meetings and inset.

Pupil Support

At Church Eaton Primary School systems are established to support the implementation of the policy at whole school, class, and the individual child level

Stage 1- Whole School Systems (Relational and Restorative Practice) which establish clear routines and expectations for all pupils across the school

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Relational and Restorative Practice (RRP) ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

Our RRP approach helps pupils:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it is important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict creatively.

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- Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

How do we do this?

- Our Curriculum Offer is driven by a recognition of what role each pupil can take in their local community and in the wider world. (See Curriculum Offer on school website)
- All pupils are placed in diverse coaching groups (called Solution Circles) on joining Church Eaton Primary School. Difference and diversity are celebrated to create a harmonious environment. The Solution Circles system means that all pupils have a responsible adult to talk to and an opportunity to form positive relationships with pupils of different ages and social backgrounds. These solutions may be around an area of the school which has been allocated to each group (Marketing, Curriculum, Behaviour, Fund raising, Environment) or based on a specific issue that might need repairing in the group
- All staff attend Staff Solution Circles three times a week to improve their own understanding.
- All parents are invited to attend parent open mornings in which the expectations are explained termly.
- Children can apply to become a Restorative Practice Peer Mentors to enable children to resolve differences and repair damage amongst themselves
- We Celebrate the work of Solution Circles regularly in whole school assemblies, vlogs, dojo messages etc.

System 2- Class Level Systems which establish clear routines and expectations for all pupils in their classroom and around school

Social skills are taught in the same way as academic skills and the prevention / reduction of problem behaviours is addressed by teaching functional replacement behaviours. These strategies are taught in lesson time, assemblies and in solution circles.

| Classroom Routines and Expectations | Examples |
|---|--|
| 1. Classrooms are physically designed to meet the needs of all students | <ul style="list-style-type: none"> • Materials are neat and organised • All children can see the board • Adults can always see all children • Displays show routines |
| 2. Classroom routines are developed, taught and predictable | <ul style="list-style-type: none"> • Meet and greet at the start of every session • Routines for movement around school and class established |
| 3. School rules are taught, displayed, and defined explicitly | <ul style="list-style-type: none"> • School rules displayed (Ready, Respectful, Safe) • School rules are taught in class and solution circles • Specific language is used to describe rules |
| 4. Classroom staff use prompts and active supervision | Adults constantly <ul style="list-style-type: none"> • monitor the setting, • move around (change seats or working position), • scan (visual sweep of learning space) • interact with pupils frequently (specific verbal feedback) |
| 5. Classroom routines provide lots of opportunities to respond and engage in lots of different ways | <ul style="list-style-type: none"> • All lessons follow the seven-part lesson plan • Groupings range from Individual, small group questioning, choral responding, and Non-verbal responses |
| 6. Classroom staff use behaviour specific praise | <ul style="list-style-type: none"> • Positive behaviours are specifically identified when praise is given. • Praise is meaningful and sincere • Nature of praise depends on individual and is adapted e.g., public v private |

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| | <ul style="list-style-type: none"> All classes follow principal of 5 positives to 1 correction |
| 7. Problem behaviour is made irrelevant with anticipation and reminders | Reminders are provided before completing a task in which possible problematic behaviours may occur of what is expected |
| 8. Brief and Specific error corrections are used to respond to problem behaviours | <ul style="list-style-type: none"> Delivered in brief, concise language. 'When...then' 'If.... then' |

System 3a- Specific actions for pupils who meet and occasionally do not meet expectations

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil, and staff are expected to use their discretion.

Rewards- Rewards, should be consistently and fairly applied in such a way as to encourage and recognise good behaviour and character in class and around school.

Pupils at Church Eaton Primary School are rewarded in several ways:

- Verbal praise which is specific to the behaviour. (see above)
- Class Dojo messages to parents.
- Achievements recognised in assemblies.
- Termly rewards ceremonies – merit certificates, special commendations, attendance certificates.
- Pop up rewards – in and out of school.
- Class Dojo for Years Reception to Y6.

Sanctions- A wide range of consequences are available to staff to support the child in taking responsibility for their actions. To be at their most effective consequences allow children to take responsibility for their behaviour and provide them with an opportunity to repair the damage. They can include:

- Completion of tasks at social / break time to repair the damage
- Removal of privilege – participation in activities, isolation from peers if deemed appropriate before attempting to repair the damage
- Attending a specific Solution Circle designed help the child understand the consequences of their actions and to provide them with the opportunity to repair the damage. These can be held with the Class Teacher, Head Teacher, or Behaviour Lead.

Rewards and Sanctions are regularly reviewed by staff and adapted to meet the needs of the children.

Stage 3b Specific actions for pupils who are consistently not meeting expectations (Behaviour Support Plans)

All behaviour whether it is deemed to be negative or positive is adaptive and serves a purpose. It is designed to either get something or avoid something. If a child continues to demonstrate at risk behaviour a functional analysis of the child will be completed to establish what the function of the behaviour is. Once the function of behaviour is understood appropriate interventions and strategies can be identified and implemented as part of a Behaviour Support Plan.

External agencies may be used to support school staff in creating the Behaviour Support Plan for specific pupils. The BSP will in all cases though include:

- a range of intervention strategies that are designed to prevent the problem behaviour while teaching socially appropriate alternative behaviours.

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- How the child will be provided with opportunities to be shown what impact their behaviour has had on others and to take responsibility for their actions.
- Demonstrate how all stakeholders including parents can work together to develop an enhanced quality of school life for both the individual student and their peers and teachers.

EXCLUSIONS/ SUSPENSIONS

In some cases, the school may exclude a pupil for a fixed period (fixed term exclusion/suspension) if their conduct is deemed to warrant this sanction. We feel the reintegration of an excluded pupil is an important process as it is essential that we take the approach of ‘partners in learning’ with families. It is therefore expected that parents/carers will attend the reintegration meeting to discuss with school staff strategies to be introduced to avoid a repeat of the behaviour that led to the sanction.

ALTERNATIVE/OFFSITE PROVISION

In exceptional circumstances the needs of a pupil may be best met in an alternative or specialist provision. Where this is the case, we seek assurances that:

- The school had taken every appropriate action to address the pupils’ needs before considering alternative provision.
- Consideration of moving pupils to alternative provision is done case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures.
- The school will have a clear plan around the purpose of the provision, how it meets needs, is reviewed, and delivers progress.
- The alternative provision is of good quality and is well resourced to meet the needs of the pupil academically and socially.
- The school reviews each case with a view to seeing if / when the pupil can be reintegrated into the school

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Appendix 1 SAFEGUARDING

At Church Eaton Primary School, we are pro-active in minimising the risk of harmful, sexual behaviour through our RSE (Relationships and Sex Education), PSHCE and extended curriculum but, to safeguard children, staff are expected to be vigilant ('it could happen here') and prepared to raise appropriate 'causes for concern.'

All concerns around peer on peer / child on child abuse will be taken seriously, reported, investigated, recorded on My Concern, and managed in line with the child protection procedures outlined in the school's Safeguarding and Child Protection policy, leading to appropriate actions, including consequences, as necessary.

Church Eaton Primary School recognises that changes in behaviour may be an indicator that a pupil needs support or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the Safeguarding and Child Protection policy for more information.

Appendix 2 BULLYING

We use a range of measures to prevent bullying within the school community.

Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten, or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded on My Concern and Bromcom and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with.

See Bullying policy

Appendix 3 POSITIVE HANDLING

Church Eaton Primary School believes that it is important to establish a safe, secure, and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare but may be needed on occasion. The appropriate staff are trained to do this.