



Long Mountain CE Primary School and Pre School

'...let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' Matthew 5: 15-16

BEHAVIOUR POLICY

At Long Mountain CE Primary School and Pre School, each policy reflects our Christian ethos and vision. We are an inclusive Church of England school community where each child knows they are loved and valued for who they are and can grow to their full potential.

This policy was written/reviewed in:	November 2021
This policy was adopted by governors on:	17 th November 2021
This policy is due for review in:	November 2022
Signed by the headteacher:	<i>B Rowe</i>
Signed by the Chair of Governors:	<i>S Gerrard</i>

Principles

Our policy uses the key principles of restorative practice to underpin our behaviour policy (see Appendix 1).

- Children learn good behaviour from the adult members of the community, teaching and non-teaching staff, parents and peers. It is taught both directly and by example.
- Staff will treat each day as a new day and have a positive mindset for the children despite what may have been a challenging day the day before.
- Staff will aim to build positive, respectful relationships with the children and expect the same in return.
- Staff are always mindful of individual needs, as well as the need for an orderly, calm environment.
- The school will plan to meet the long term needs of any pupils who require additional support through individual behaviour plans.
- All children have the right to work in a calm, supportive and purposeful learning environment. Low level disruptive behaviour will not be tolerated. Support and understanding will be given to all children and we appreciate that some children have specific needs which may mean their behaviour can be dis-regulated. However, we will not allow the flow of learning to be undermined by unacceptable behaviours or low-level disruption.

Parents are kept informed about their child's behaviour in school

Partnership with parents is critical in fostering positive behaviours and relationships in school and pre-school. We encourage parents to approach us (virtually or in person, when circumstances allow) and we actively promote positive contact e.g. to share good news about successes.

We acknowledge and inform parents when their child is behaving well by means of: a quick word at the end of the day, a phone call, or a note/text home, 'Star of the Week' certificates and in the annual report.

When there are difficulties, parents will be informed. Where more serious or long term problems arise, parents will be invited to take part in planning any behaviour programme set up for their child. We will consult all parents regularly to find out if our procedures and systems are fulfilling our aims.

We celebrate good behaviour

When children behave well, encouragement and praise are given.

We actively celebrate the efforts of children who try hard to display our school vision and values - the fruits of the spirit:

Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

To encourage children to make good choices, there is an emphasis on praise and encouragement for good behaviour.

Efforts are made to ensure that children who are consistently reliable members of the school community do not get overlooked but have their good behaviour acknowledged and affirmed.

Children are awarded 'Star of the Week' certificates for good behaviour as well for good work. These are awarded by class teachers and celebrated at a weekly assembly. Children are able to take these certificates home to their parents.

We teach good behaviour

Our school has three overarching school rules and our staff will work consistently to promote them:

School Rules	Visible Consistency from Staff and Pupils
A lways do your best B e kind C are for our school	<ol style="list-style-type: none">1. Positive greeting – we are pleased to see our pupils and will show them that.2. Fantastic walking3. Opening doors for others and thanking people for opening doors4. Not shouting out unless there is a SEND reason5. Speaking to people in a polite manner6. Having good manners eg. please, thankyou, excuse me7. No name calling (sexist, homophobic, racist language or derogatory language around physical or mental disability must be reported to Head)8. No hurting another person9. Do not ignore anyone not following the rules.10. Remind why it is important to follow the rules.

During the school year, behaviour is part of the PSHE and RSE curriculums and children are given opportunities to debate and discuss behavioural issues and how they affect the school and the wider community. Adults from outside agencies such as the police, social services,

council, churches, youth service and local businesses will be used where possible to reinforce the promotion of the school's shared values.

Opportunities are used in Collective Worship to teach, discuss and reinforce positive behaviour, e.g. the qualities that make a good friend, the power of forgiveness.

We understand that for some children the whole school systems for managing behaviour and celebrating success will not be enough and in these cases a more individualised support package will be drawn up. This may include an individual target card, use of the 'First and Then' activities or an achievement book, for example.

Where children are having difficulties, their parents will be involved in the process early on – their support for any individualised behaviour plan is crucial.

Celebrating and promoting good behaviour

Children's good behaviour is acknowledged and celebrated in many age appropriate ways. Staff use a variety of approaches to achieve this and staff are encouraged to explore strategies that work well for their classes. We do not have a 'one size fits all' approach to praise and promoting good behaviour:

- Praise and smiles!
- Stickers
- A round of applause
- Collecting tokens, or raffle tickets
- A note home
- Class Dojo points and rewards
- Star of the day/week

We aim to build children's self-confidence and self-esteem so that they are not reliant on external praise to feel positive about their choices. We recognise that developing a sense of intrinsic motivation to make good choices and to behave positively takes time and support from calm, experienced, compassionate staff.

Discouraging and responding to unwanted behaviour

When dealing with unwanted behaviours, adults try to remain calm. As far as possible, we try to deal with such behaviours on a one to one basis, to allow children privacy and avoid humiliating the child, or having an audience which might escalate the situation further.

Staff use a clear process for addressing unwanted behaviours:

- **Key:** adults are calm and consistent; routines are clear and rigorous; adults care and build meaningful positive relationships with all children; support is sought within and beyond school to address challenging behaviour; a restorative approach is worked through with a child who has exhibited unwanted behaviour.

Step 1: stop the behaviour (calm and consistent)

Children may need a short amount of time to calm down in order to be able to engage with a meaningful discussion about their choices. They will be offered a safe place to go to and supervision will be maintained to keep them and other safe. If the child is not able to respond to a request to move to a safe place, another teacher or the headteacher should be sent for. It is only acceptable to use physical restraint if there is a real danger for the child and/or to others and then it must only be the minimum force required to prevent the danger. In extreme cases, when there is a danger to other children, then the rest of the class must be calmly moved away from the incident. The adults in school will work together to de-escalate situations.

Step 2: explain clearly what the unwanted behaviour is

Offer the child support if they are struggling to manage their choices and behaviour.

Step 3: remind what the school rules are and discuss how the child can make better choices in the future and how they can start to put right what has gone wrong e.g. apologies, repair/restore

We expect the very best standards of behaviour. By getting our pupils to think about the choices they make, we hope to give them the strategies to make caring ones. When choices lead to incidents we do not want to see, the pupil will be asked to reflect on what has happened. The pupil will be asked to apologise and repair, where possible, any damage done. When appropriate, forgiveness is offered to them through reconciliation with the person or person's affected by the pupil's choice.

Restorative practice gives pupils a chance to reflect together on what has happened and then decide together what should happen next. In many cases we hope that forgiveness and time to reflect will lead to a realization that a different 'caring choice' will be made in the future. Sometimes we understand that a longer period of reflection may be needed, at break or lunchtimes, occasionally with senior leaders and a meeting with parents. This ethos of mutual respect for one another underpins this policy.

Step 4: explain what the consequence is.

As part of restorative practice, there may be consequences that are delivered following an incident of inappropriate behaviour.

Possible consequences:

- *time missed from a break time or lunchtime play*
- *writing a letter of apology*
- *repairing damage done to property or an area e.g. tidying up an area*
- *being sent to the headteacher*

In certain circumstances, the headteacher – in consultation with governors – may make the decision to issue a fixed term exclusion. This would take place if a child has persisted with physically violent behaviour, aggressive language toward staff or other pupils or placed themselves, other pupils or members of staff at risk due to their behaviour.

- **We use the NSPCC SDSE approach to address harmful sexual behaviours:**
Stop (bring the behaviour to an end safely, swiftly and appropriately)
Define (explain what the unacceptable behaviour is – clearly and calmly)
State (state what the school rules are – keep it simple and direct)
Enforce (explain - simply and without humiliating the child – what the actual consequences are e.g. if you carry on Then...)
- A teacher or the headteacher, will contact a child's parents where there has been a serious incident involving hateful language, violence , harmful sexual behaviours (where safeguarding considerations allow) or damage to property.

Recording Incidents

Incidents involving physical aggression toward another child or adult will be recorded. The account of what happened will state what occurred, try and explain any context for the behaviour (to help identify potential triggers) and will explain what action was taken by the staff.

Any incidents involving harmful sexual behaviour will be recorded and shared as soon as possible with the DSL (or deputy DSL, if the DSL is not available). An individual risk assessment for the child who initiated the harmful behaviour and for the child impacted by the harmful behaviour will be put in place.

Any incidents of hateful language for example, racism or the use of homophobic language, will be recorded and reported to the Local Authority and the governing body.

Supporting children with additional needs

A behaviour support plan may be written and a referral may be made to the educational psychologist /behavioural support team and if necessary short-term exclusion will be used. Where a child has been excluded from school the child and his/her parents will be asked to see the Headteacher on the return to school. They may be asked to sign a behaviour contract. This contract will vary according to individual needs.

What will we do if a child leaves the classroom or school grounds?

If a child leaves the classroom/working area or the school the Headteacher should be informed.

If a child leaves the school grounds, parents will be contacted immediately and the school's missing child policy will be activated. Police will be informed in line with the missing child policy.

Transitions and Playtimes

During playtime there are a minimum of two adults on duty.

Children **must** be accompanied on the way to and from playtimes. All transitions must be managed by staff to maintain a calm, safe environment for all pupils.

Lunchtime

We will ensure that children stay within the supervised areas over lunchtime

If children are asked to stay in classrooms over break or lunch they will be supervised.

Children are not to stay inside school unless they have had permission. A member of staff must supervise children finishing off work or staying in because of poor behaviour.

Bullying

Bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise related to home circumstances

Bullying may include:

- verbal comments (name calling, sexist, racist and homophobic remarks, and other discriminatory language)
- indirect (cyber bullying, spreading rumours, excluding someone from social groups)
- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- Hurtful gossip, excluding people from groups, and spreading hurtful and untruthful rumours.

Children and parents are encouraged to report any issues or incidents to a member of staff, as soon as possible.

The following steps will be taken by staff when dealing with incidents:

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded given to the head teacher/senior manager and kept in pupil record file so incidents can be monitored relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured and being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up
- maintaining the right not to engage in discussion with the perpetrator as part of any restorative justice steps. A child who is the victim of bullying will never be required to discuss their abuse with the bully, unless they – and their parents – feel this is important.

Pupils who have bullied others will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved establishing clearly what behaviour needs to change, and how the school can support this change
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up

Curriculum

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, RSE, other subject areas, through assemblies and other school activities.

Racial and Sexual Harassment

Within Long Mountain C E Primary School we uphold the rights of each individual to be treated with dignity and respect. As soon as we are aware of any harassment of a racial or sexual nature, it will be taken seriously and addressed as swiftly as possible. (see Child Protection Policy)

Any incidents of such behaviour will be recorded using the Shropshire School's Hate Related Incident Form and reported to the Governing Body and LEA. Reports of such behaviour will be communicated to the Headteacher who will take appropriate action.

Parent(s)/carers of the instigator of the behaviour will be contacted and a suitable behaviour plan agreed. Parent(s)/carers of the child impacted by the behaviour will be contacted and the school will share the actions taken to support that child and to address the problem. (see Harmful Sexual Behaviours risk assessment)

The school retains the right to exclude any member for a given period if they are unable to uphold our behaviour standards.