



Attleborough & Rosecroft Primary Federation Behaviour Policy

Date: September 2023

Review: September 2024

We have high expectations for behaviour in our school and aim to create a happy, caring environment where everyone feels valued, respected and safe. To **enable** our pupils to achieve, **collaborate** and **flourish** we encourage them to be:

- playful
- accepting - of who they are as individuals
- curious - about who they are becoming
- empathic- able to understand how others feel

There are three underlying principles that we wish to nurture throughout the school:

Respect:

- Treat all members of the school community with consideration and respect.
- Respect the culture and beliefs of others.
- Follow instructions immediately and with good grace.
- Respect the school environment and other people's property

Responsibility:

- Be prepared to learn in every lesson.
- Show good learning behaviours.
- Take responsibility for your actions and accept consequences.
- Ensure work is completed on time and to the best of your ability.

Resilience:

- Maintain a positive attitude towards challenges – i.e. 'I can't do it... **yet!**'
- Work hard and try one's best.
- Promote self-esteem and emotional well-being.
- Push yourself – don't be afraid to jump into the learning pit!

At Attleborough & Rosecroft Primary Federation we use the Thrive Approach to assess the emotional development levels of all our children. Some children may have different levels of understanding, expressing their feelings and different levels of understanding and communication needs. Thrive practitioners use the information to deliver individual, group or whole class input where necessary. Some children may experience greater difficulties with regulating their behaviour because they have special educational needs (SEN), and although we have high behaviour expectations for all our children, reasonable adjustments and provision that is different from or additional to other children will be used to support them. We will support them to recognise and name their feelings, share and manage their worries and stress, and to stop and think before behaving. We guide them through building and maintaining relationships with others and give them ownership of the collective rules.

Some children may have experienced Adverse Childhood Experiences (ACEs) and require further support to regulate and bring under control their emotions and feelings. Adverse Childhood Experiences (ACEs) is the term used to describe all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18. There are 10 types of childhood trauma measured in the ACE Study. Five are personal — physical abuse, verbal abuse, sexual abuse, physical neglect, and emotional neglect. Five are related to other

family members: a parent who's an alcoholic, a parent who's a victim of domestic violence, a family member in jail, a family member diagnosed with a mental illness, and the disappearance of a parent through divorce, death or abandonment. Each type of trauma counts as one. Childhood adversity can create harmful levels of stress which impact healthy brain development. This can result in long-term effects on learning, behaviour and health.

'Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed'. – Quote from the Education Endowment Foundation.

Role of the Executive Headteacher

The Executive Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Ensure records of all reported serious incidents of misbehaviour are kept.
- Report to governors on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities.

The Executive headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. The Executive headteacher/Head of School may permanently exclude a child for repeated, or very serious, breaches of the behaviour policy acts of inappropriate behaviour. This action is only taken after the school governors have been notified.

Role of the Staff

It is the responsibility of all staff to ensure that the behaviour policy is followed to ensure that consistency is maintained for all pupils. All staff are aware and follow the visions and values of the whole school approach. Where an area of need for an individual pupil has been identified and an individual behaviour plan has been written, an outline for the plan will be circulated to relevant staff so that consistency for the individual is followed at all times.

Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the SENCo and outside agencies as appropriate
- Inform parents about their child's welfare or behaviour and, where necessary, work along-side parents

- Be aware of and understand their rights and responsibilities (see Appendix 4)

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the Head teacher to report upon the effectiveness of the Behaviour Policy as requested.

Teachers and teaching staff (where appropriate) will personally welcome their class at the door of their classroom from 8.40 before registering at the start of each day. At the end of the day teaching staff will dismiss their class.

Teaching staff will meet their class at 1.00pm where they will be lined up and ready to start the afternoon. This will provide an opportunity for Midday Supervising Staff to relay any incidents that may have occurred during the lunch time.

Working with Parents

In order to successfully support children to improve their behaviour, we will work in partnership with parents. The school will inform parents of any concerns regarding behaviour early on.

Role of Parents/Carers

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly.
- Discuss their child's behaviour with staff at school in a calm and respectful manner, following the correct procedures.

It is the responsibility of parents/carers to support the school in helping pupils to behave well and to support the sanctions and rewards that we apply. Staff will ensure that parents are involved early if pupils show unwanted behaviours and ensure they are kept informed so that there are no surprises. Parents/Carers should let the class teacher or Support Staff know of any changes at home or in medication that might affect their child's behaviour, this can be done via email or by contacting your child's school office.

Role of Governors

The Governing Board will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the head teacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.

Role of the Pupil

Being in school is important for all children and we expect our children to follow **the ARPF behaviour plan**

Pupils are expected to:

- Be **Respectful, Responsible** and **Resilient** (see above for further details)
- Allow the teacher to teach.
- Allow others to learn
- Give themselves the best chance to succeed
- Have a positive attitude
- Feel safe
- Work together effectively

Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. This is shared with children with the helpful acronym STOP – Several Times On Purpose (see Anti-bullying Policy). High expectations of behaviour in all other areas of the school are expected.

Rewards

To celebrate expected behavior in and around the school, we will shine a light and name the behaviour. For example, 'Thank you for holding the door.' Or, 'Lovely manners.' etc. We will issue **ACHIEVEMENT** points to all children that are showing positive and respectful behaviours to others.

We also use **ACHIEVEMENT** points to celebrate academic achievements; these are awarded for individual achievements for each pupil in accordance with their learning ability. For example, achieving a set target given by a teacher, an exceptional piece of work or moving up a reading stage, etc. These will be linked to house team colours and recognised in assemblies.

There is an **Excellence Assembly** that runs on an upper/lower school rolling rota where parents/carers are invited in to see their child's work shown and discussed in an assembly. One piece of work from each class within that year group will be chosen by the class teacher for this. A certificate will be awarded to the pupil.

At the end of each term we hold a **Celebration Assembly** where two pupils from each class receive a individualised certificate to celebrate the behaviours towards learning and positive behaviour. Parents are invited to this assembly.

To celebrate wider school achievements, we have a **FLOURISH** achievement board. This is a chance to display celebrate children's out of school, extra-curricular achievements. For example, this might be a photo or certificate, a horse-riding trophy, a karate certificate, a Rainbow/brownie/cub/scouts certificate etc. It will be up to individual pupils to notify school of this if they are happy for us to know. This achievement will be shared with the class through a show and tell session and then placed on the board.

Consequences

Across the federation we celebrate positive behaviour but realise that there are times where behaviour is not always displayed positively. To support pupils who display unwanted behaviour that are not in line with our school code we will follow an intervention ladder.

Intervention Ladder

Yellow card – First Warning

A yellow card will be laid on the pupil's desk by the teacher/HLTA/TA as a first warning that their displayed behaviour is unwanted and not following the school's code. The teacher/TA/HLTA will make the pupil aware of the unwanted behaviour. For example, 'Allow me to teach and yourself to learn. Thank you.' The teacher will shine a light on the unwanted behaviour and then continue to teach. This provides the pupil with an opportunity to make a better choice.

Amber Card – Second Warning

An amber card will replace the yellow card should the pupil continue with their behaviour, after a reasonable amount of time has been given to make a better choice. The teacher/TA/HLTA will repeat the phrase used at the yellow card warning. The pupil will then be expected to move themselves to the side/back bench to work for a period of 15 minutes to support them to make a better choice. Amber cards will be logged on CPOMs by the class teacher at the end of each day.

Red Card – Time Out

A red card will be given to the pupil should he/she fail to make a better choice after an amber card has been issued. This will mean that the pupil will remove themselves from class and make their way to a link class, or a class that is being taught by a member of the Senior Leadership Team, for the remainder of the lesson with the time out reason card. At the end of the lesson, the behaviour will be discussed with the PSA/PFLO and class teacher from the link class. A reflective form will then be filled in by the pupil. Red cards will be recorded on CPOMs at the end of each day. Any unsafe or rude/disrespectful behaviour will progress straight to a red card and be directed to the Head teacher. Should the pupil refuse to leave the class then another pupil will go to the office and ask for assistance by the Executive Head teacher/Head of School and/or PSA/PFLO.

Reflection time

If children get 3 or more time-outs (red cards) this will result in going to the Reflection session. A reflection time lasts for half the lunch break. Parents will be contacted by the class teacher should Reflection time be required. If a child has 3 reflection time session or more a letter is sent home to the parents and a Behaviour Support Plan will be issued. Each child begins a new half term with a 'clean sheet', however the incidents will be kept on file for monitoring purposes.

For some more serious behaviours, children may move directly to the reflection stage – this will be the class teacher's decision in conjunction with the phase leader.

The purpose of Time Out is to give pupils the opportunity to reflect on their behaviour and how they could have handled things more appropriately. Children will be encouraged to see that another choice may have avoided Time-Out. Every child from Year 1 upwards should complete a Reflective sheet (with adult help if necessary) after their Time Out, in their own time. They should discuss this with the PSA/PFLO and on return to their classroom, the class-teacher.

Where a pupil is persistently disruptive or may be displaying an emerging pattern of behaviour a range of escalations are available and discussed with parent/carers, for example:

- Behaviour Support Plans.
- Involvement of Senior Leadership Team/Head of School
- Involvement of the SENCo
- Engagement of Outside Agencies
- A period on a suitable intervention or Thrive programme
- Serious behaviour breaches will lead to either suspension or a permanent exclusion (see Exclusion of pupils policy)

Any rudeness or disrespectful behaviour presented by a pupil may result in a restorative approach. For example, helping out in the hall at lunchtime, tidying a classroom or litter picking.

Trips/extra-curricular activities

Attendance on school trips/extra-curricular activities is a privilege and not an automatic right. If a pupil's behaviour before a trip/extra-curricular activity is consistently unacceptable, they will not be accepted on a trip/extra-curricular activity. The school reserves the right at any time to withdraw any pupil from a trip/extra-curricular activity if they are involved in any behaviour which does not adhere to our school behaviour policy.

EYFS

For all reception children, high expectations of behaviour are also expected. Children will have a visual reminder that behaviour is important and to help them to make better choices should children be displaying unwanted behaviour. A rainbow is displayed in class along with a cloud and a thunder cloud. All children are expected to remain on the rainbow. A first warning will be given to make a better choice and these will be discussed with the child at this stage. Should a second warning be given then the children will move to the cloud. Any further warnings will result in the child being placed on the thunder cloud and parents notified at the end of the day.

Lunch-time and Break Time:

Pupils who have difficulty managing their own behaviour at playtime and lunchtime will not be allowed to participate in playtime and lunchtime without adult supervision for an agreed

period. Should a pupil need a second warning for their unwanted behaviour then they will be required to stand with the adult on duty to calm down and reflect before being allowed back to play. Any rudeness or fighting will result in a senior member of staff being called (within that bubble if possible).

Children are responsible for reporting issues to the Midday Supervisor Assistants should they experience any problems. All Midday Supervisor Assistants are responsible for reporting any problems that they witness and for relaying reports from children to the Class Teacher/HLTA/Cover Supervisor at the end of lunch time when staff meet their class from the playground. It is the responsibility of pupils to report any behaviour issues to the Midday Supervisor Assistants during lunchtime.

Play leaders are on duty at lunchtime to supervise children whose behaviour poses a risk to the safety of other pupils or adults.

Serious/Persistent Behaviour

Sometimes persistent serious behaviour breaches or more extreme cases of verbal/physical abuse etc. may result in a period of suspension or permanent exclusion (see Exclusion of Pupils Policy).

Each situation which arises is different and will be treated with sensitivity. All points of view are always taken into account and the school views provocation equally seriously. The school views exclusion as very much a last resort, when all other strategies have been tried but failed to bring about improvement, or when an incident is so serious that no other sanction is appropriate. By imposing an exclusion, the Executive Headteacher/Head of School/ Chair of Governors will comply with the Local Authority and statutory procedures and guidance.

Staff training

The federation uses the 'Norfolk Step on & up' programme which is fully accredited. It is based on Therapeutic Approaches and its philosophy and method involves the use of de-escalation, consistency, good communication and planning in order to reduce the need for restricted physical interventions. Most members of staff have received "Step On" training with bi-annual updates. We see this as essential because it is the responsibility of all staff to manage behaviour.

Some members of staff have received "Step Up" training which includes more specific physical interventions, depending on the needs of the pupils they are working with, which is refreshed annually. In between refreshers staff have access to tutors for further advice and training.

All staff who have received training are authorised to have control or charge of pupils, which may include the need to intervene physically. Other staff, including new staff awaiting training, are briefed by instructors in effective assistance. This power applies both onsite and off premises.

Individual plans and risk assessments

Where a child requires additional support to manage their behaviour, an individual plan is drawn up in conjunction with the class teacher, phase leader, SENCo and PSA/PFLO then agreed by the Executive Headteacher/Head of School. These systems are shared with the year team and Executive Headteacher, Head of School and Deputy Headteacher. The plan will include efforts to understand the reasons why the child is displaying the behaviour and to develop strategies to manage the situation. Appendix B: Managing Specific Behaviours from Guidance to Support Positive Behaviour NCC (27.5.2020) is considered when writing the plan.

Intervention Requiring Physical Restraint

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. This will be done using “Step-On” methods. The child should be removed from the situation or the class removed as soon as possible and taken to a senior leader who will take immediate action to involve parents. If a child runs away following an incident, he/she should be followed at a distance and monitored whilst being allowed time and space to calm down.

All actions taken will be reasonable, proportionate and necessary. We seek to avoid injury to self and to others. A CPOMs entry will be completed and the situation discussed with the Executive Headteacher/Head of School or a Deputy Headteacher.

The Executive Headteacher/Head of School or Deputy Headteacher will work with the member of staff and parents to devise an action plan to meet that child’s needs. This may include the involvement of outside agencies – social services, psychological service, etc.

Monitoring and Evaluating

Each half term the PSA/PFLO will monitor significant or children with repeated incidents. These are discussed with DSLs/Senior leaders who will discuss with the Class Teacher any further intervention that may be required to support the pupil with their behaviour choices.

Reasonable Force

Section 550A of the Education Act 1996 clarified the powers of teachers to use reasonable force to prevent pupils committing crimes, causing injury or damage, or causing disruption. This section allows teachers, and others authorised by the Headteacher, to have control or charge of children, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following;

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere.

It is incumbent upon Executive Headteacher and Heads of schools to ensure that staff are aware of and properly understand what such authorisation entails. At Attleborough &

Rosecroft Primary Federation the Headteacher has given this authorisation to all teaching staff and made them aware that there is no legal definition of reasonable force and the following are considered when making any judgement:

- It will always depend on the circumstances of the case.
- The degree of force must be in proportion to the incident. It must be the minimum force needed to achieve the desired result.
- The age, understanding and sex of the child should be taken into account.

After any event that is not routine, staff should record the of event on CPOMs, which will be maintained for the appropriate time scale by the Head of school and DSLs in case of future enquiry. The Executive Headteacher & Head of Schools has also advised that in dealing with any non-routine circumstances with pupils or parents that consideration should be given to having a witness present. There should be no physical contact when reprimanding a child – reasonable force is only used in the situations outlined and should contribute to the de-escalation of a situation. After any incident there will be a discussion with the member of staff and a member of the SLT to evaluate the actions that took place.

Where a child poses a foreseeable risk to themselves or others the PFLO/PSA will draw up a physical intervention plan, using the guidance form the Norfolk Steps programme. This will be shared with parents and staff each half term. Only staff who have received the relevant training will be involved in the plan.

Screening, searching and confiscation

The school will carry out searches of pupils and their desks or lockers if a member of the Senior Leadership Team feel that there are reasonable grounds for suspecting that a child has weapons, alcohol, illegal drugs, stolen items or prohibited items including mobile phones, camera or recording equipment. Mobile phones are to be handed into the school office on arrival and collected at the end of the day. A form will be required to be completed should a pupil bring a phone to school. Prohibited items include items that the children have been told are banned from school as they are a cause of disruption to the day-to-day running of the school.

A condition of having a desk and locker in the school is that school staff may search this without the consent of the child.

The protocols of a search will follow the guidelines laid down in ‘Screening, searching and confiscation – Advice for Head teachers, staff and governing bodies’ – Department for Education.

These include:

Ensuring an appropriate sanction for a child for refusing to turn out their pockets or bags if a member of staff suspects them of having a banned item in their possession. Searches to be carried out by a member of staff of the same gender as the child. Searches to be witnessed by another member of staff.

Confiscation:

The aim of confiscation is to maintain an atmosphere that is conducive to learning and one which safeguards the rights of other pupils in the school. School staff can confiscate any prohibited or banned item which they consider harmful or detrimental to school discipline. Prohibited items include, but are not limited to, the following:

- weapons
- alcohol
- drugs
- stolen items
- tobacco or cigarettes
- fireworks
- matches or lighter

Banned items:

- Mobile phones (these should be taken to the school office if brought to school)
- Toys and hand held computer games
- Watches that link directly to Phones or the internet
- Money (other than dinner money or money for charity events or trips) or any other item that may cause disruption to learning.

If a member of staff suspects a pupil has a banned item in his/her possession, they will instruct the pupil to turn out their pockets or empty their bag. If the pupil refuses then an appropriate sanction will be applied and parents informed. Confiscated items will be retained in a safe place and returned to either the pupil or the pupil's parents at the end of the school day.

If staff have reasonable grounds for suspecting a pupil has a prohibited item in their possession or an item that may cause injury to others or damage to property, the Executive Headteacher or Heads of school will be informed and pupil can be searched without consent and the item confiscated and parents informed.

Review:

The policy will be reviewed in line with the school's review cycle. However, the school or governors may review the policy earlier if either body receives recommendations on how the policy might be improved.

Appendices

Dining Hall Routines

We try to eat a variety of healthy foods.

We follow adults' instructions the first time we are told.

We talk quietly and politely.

We move around the dining hall carefully and safely.

We think about our table manners.

We clear up after ourselves.

Should we fail to comply then we will be asked to sit at a separate table for the remainder of the lunch time. Our behaviour will be reported to the Class teacher.

Corridor Routines

We walk quietly and sensibly.

We walk on the left at busy times.

Toilet Routines

We ask permission to go to the toilet when necessary.

We always flush the toilet and turn taps off when we are finished.

We use paper without wasting it.

We look after our toilet areas.

Any disrespectful behaviour will result in the pupil clearing up in their free time.

Assembly Routines

We walk quietly into and out of assembly.

We sit up smartly, ready to learn

We listen to the speaker and take part when we can.

We remember to keep our hands, feet and voices to ourselves.

We show our appreciation by sensible clapping.

We sit quietly and listen to the music until we are asked to leave.

Any unwanted behaviour will be reported by the year 6 monitors to the class teacher.

De-escalation Scripts/Prompts

Use this script when you encounter a child in a heightened state (Norfolk Steps guidelines).

Say the child's name

- I can see something has happened
- I'm here to help you
- Talk and I will listen
- Come with me and we can

It is important that all staff use the same script, you can say it a different sequence if you need to. This is especially important at breaktime and lunchtime when it is unstructured for the children and they may find it more difficult to manage their feelings and emotions. This script should be repeated without any change until the child has calmed down enough to leave the situation.

Being in school is important

Our Federation Code

Today I will...

Achieve my goals by trying my best
Allow the teacher to teach and others to learn
Respect each other, **collaborate** and value the
differences we have
Take responsibility for my actions and show my
friendly, caring attitude
Try to be resilient when tackling challenges
Be safe and enjoy a safe environment
Flourish as a person.



TIME OUT

Name.....

Time..... Class..... Date.....

Circle relevant reason

- OUT OF SEAT
- DISTURBING LESSON
- CONSTANT TALKING
- REFUSING TO CO-OPERATE /LACK OF ENGAGEMENT
- NOT WORKING
- REPEATEDLY SHOUTING OUT
- ANSWERING BACK/RUDENESS TO STAFF
- VERBAL ABUSE TO PEERS
- PHYSICAL AGGRESSION

o OTHER - Please make a note below:

Form to be scanned and added to CPOMs, circled category should be ticked on CPOMs.

TIME OUT

Name.....

Time..... Class..... Date.....

Circle relevant reason

- OUT OF SEAT
- DISTURBING LESSON
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- NOT WORKING
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- ANSWERING BACK/RUDENESS TO STAFF
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- PHYSICAL AGGRESSION

o OTHER - Please make a note below:

Form to be scanned and added to CPOMs, circled category should be ticked on CPOMs.

Time Out Consequence Sheet

Name:

Class:

Date:

What did I do? (underline)

I hurt someone physically.

I hurt someone's feelings

I was unkind

I shouted out

I interrupted my teacher

I wasted time

I damaged property

I answered back

I did not follow an instruction given by an adult

I was play fighting

What should I have done?

How can I put it right?

What should I do next time?

To be scanned in and added to 'Action' on reported Incident on CPOMs

First Warning

STOP

THINK

And...

Make a better choice

Second Warning

STOP

**Move to the side/back
bench to work**

and

Make a better choice

TIME OUT

**Take your work and
Time out sheet to**

**I will see you at the end
of the lesson with your
Time out Consequence
Sheet.**

LADDER

Serious incidents (Safety/Rude & Disrespectful) will be a straight red card



Should behaviour not improve after 4 weeks on report then further advise will be obtained by the head teacher and Senior Leadership Team.

Further intervention is required. This will be discussed with the Head Teacher and you parents.

3 Red Cards in a half term - A Report Card will be issued as part of a Behaviour Support Plan. This will require targets to be achieved on a daily basis. Parent meeting's held weekly to discuss.

Still No improvement, you will be required to attend an intervention group for support your behaviour. You will have targets to meet.

3 Red cards in a half term – Timeout session then for each red card issued after, a detention will be attended.

No improvement – You will attend a detention and talk to the PSA/PFLO/SLT about ways to improve your behaviour.

A Red card 3rd Warning
Take your work and red card form to the PSA/PFLO/SLT member where you will spend the rest of the lesson.

A red card has been issued so you will be working in another room so your teacher can teach and the class can learn.

An Orange card 2nd Warning
Take your work to the side/back bench for the rest of the lesson.

You have failed to make a better choice – there is still time, don't waste the opportunity.

A Yellow card 1st Warning
You are not following the 'School Code' - Make a better choice

At this stage, you can make a better choice. Follow the school code and complete all work set.