

FELIX PRIMARY SCHOOL



Behaviour Policy

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1. Relevant Publications

This behaviour policy is informed by the following key policies and organisations:

- Behaviour in Schools, Advice for Headteachers and School Staff (DfE, Feb 2024)
- Use of Reasonable Force in Schools, Advice for Headteachers and School Staff (DfE, July 2013)
- Searching, Screening and Confiscation, Advice for schools (DfE, July 2022)
- The Equality Act 2010 and schools (DfE, May 2014)
- Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (DfE, Jan 2015)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (DfE, Sept 2023)
- Improving Behaviour in Schools, Education Endowment Foundation (EEF, June 2019)
- Norfolk Steps (2024)
- Reducing the Need for Restraint and Restrictive Intervention Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings (DfE, 27 June 2019)
- Teachers' Standards Guidance for school leaders, school staff and governing bodies July 2011 (DfE, June 2013)

2. Aims

This policy outlines our consistent whole school positive approach to supporting the behaviour of children at Felix Primary School. The aims of this behaviour policy are to:

- Outline a clear and consistently positive whole school approach to supporting and managing behaviour, that is understood by all stakeholders
- maintain an environment that is safe and supportive, conducive to learning, and that encourages and reinforces positive behaviours
- define acceptable and unacceptable standards of behaviour
- promote the development of childrens' self-esteem, self-regulation skills and positive relationships, which prepares them for their next stage of learning and life
- Encourage a partnership between families and school, with the child central to support decision-making regarding behaviour

3. Policy Statement

In line with the following key UK Government expectations,

- Behaviour in Schools (DfE, Feb 2024)
 - we have high expectations of pupils' conduct and behaviour, which is understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
 - school leaders visibly and consistently support all staff in managing pupil behaviour
 - measures are in place to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils as required
 - disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
 - all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
 - any incidents of bullying, discrimination, aggression, and derogatory language are dealt with quickly and effectively

- Equality Act (DfE, May 2014)
 - schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation

- SEND COP (DfE, 2015)
 - school must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage
 - these duties are anticipatory – they require thought to be given in advance to what children might require and what adjustments might need to be made to prevent that disadvantage. -schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.
 - persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN

4. Key Stakeholders

Children are at the heart of this behaviour policy, and the views of key stakeholders are essential to its successful implementation. Stakeholders are defined as: School staff, children, families and our governing Trust.

The main methods of obtaining the views of stakeholders are as follows:

The views of children:

- Individual pupil views as part of behaviour planning and review
- School council views on behaviour systems throughout the year including the review of this behaviour policy

The views of families:

- Views as part of individual behaviour planning and review
- At behaviour information sessions for families
- Parent views obtained during the review of our behaviour policy
- Questionnaires

The views of School staff:

- Team Around The Child meetings
- Individual behaviour planning
- At regular behaviour staff meetings and INSETs
- Views obtained towards behaviour policy review
- Questionnaires

The views of our governing Trust:

- Overseeing its implementation across the year in their support of SLT
- Agreeing final versions following school reviews

5. Our Graduated Approach

We know that our provision for children at school now is the foundation for positive outcomes later. Therefore, high quality teaching, including a broad and balanced curriculum alongside the nurturing of positive relationships, is necessary to establish an environment that is conducive to positive behaviours. This is consistent with the Teachers Standards guidance (DfE, 2013) which states that Teachers have a responsibility to, 'adapt teaching to pupils, and to promote safe and positive learning environments.'

This pyramid shows our graduated approach to supporting behaviour:



Our graduated approach is consistent with the Education Endowment Foundation (EEF), the main educational contributor to evidence and research related to improving outcomes for children. In line with its guidance on improving behaviour in schools (June, 2019), we:

- know and understand our children (we obtain the views of our children regularly and maintain a curious outlook on behaviour change)
- teach learning behaviours alongside managing 'misbehaviour' (ie. explicit teaching during lessons and modeling by staff)
- use classroom management strategies to support good classroom behaviour (non-verbal and verbal strategies, zones of regulation to support the ability of children to understand their emotions and self-regulate)

- use simple approaches as part of regular routine (predictable and consistent visual timetables in all classes)
- use targeted approaches to meet the needs of individuals in our school (detailed further below)

Three school rules are central to our approach, and on a daily basis, children are reminded of these expectations:

1. We are **ready**...to learn
2. We are **respectful**...to everyone
3. We are **safe**...at school

Defining what these rules mean for individuals and groups is an important activity for our children every year.

It is the responsibility of all school staff to follow this behaviour policy, and this is led by the Senior Leadership Team (SLT). We are fortunate to have an assigned Behavioural Lead and Pastoral staff who provide additional support with behaviour. All school staff are aware of their role as positive role models for the children.

6. Behaviour types

Acceptable, positive behaviours include, but is not limited to:

- Polite and respectful talk
- Positive greetings
- Showing kindness
- Having good punctuality and school attendance
- Helping and supporting others
- Being a good listener
- Following instructions
- Actively participating in learning
- Seeking help in pro-social ways
- Being respectfully curious
- Being honest and accountable

Unacceptable behaviour includes, but is not limited to:

- actions which cause disruption to learning
- Refusal to follow instructions
- Unsafe behaviours
- Talk that is disrespectful or unkind
- Child on child abuse
- Behaviours noted in the suspension guidance for schools (DfE, 2023) including but not limited to physical assault, verbal or threatening behaviour, offensive prohibited items (ie. smoking, drugs, weapons), racism, bullying (we have zero tolerance), behaviours that are discriminatory towards sexual/gender/disability discrimination
- Use of mobile phones in school
- Theft
- Vandalism

If a prohibited item is suspected, we follow the guidance from the Searching, Screening and Confiscation Advice for schools (DfE, July 2022) which recognises that ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Headteachers and staff they authorise have a statutory power to search

a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

We expect children to come to school dressed in **full uniform daily** and we remind children that this evidences their pride in being a part of our school community. This is also an important action in being ready to learn. We appreciate that for some children this expectation may be challenging, for example, some children with SEND sensory needs may find the uniform triggering, and so in these cases, we may consider reasonable adjustments in our inclusive efforts.

We use **Arbor** to log and monitor behaviour of individuals, and **MyConcern** for those behaviours of additional safeguarding concern. Our use of Arbor and MyConcern enables us to identify our whole school behaviour needs, and to maintain an effective Behaviour Policy that is designed to meet these needs.

7. Positive approach

All school staff have been trained in the Norfolk Steps (2024) approach to promoting positive behaviour. Key principles include early intervention, prevention and a consistent whole-school approach. It is an inclusive approach that is understood to be effective for most, but can be reasonably adjusted to support those who need it.

a) Positive language

We use positive language.

Instead of...	We...
Don't/Stop/No/You should	Reframe it positively with the desired behaviour: ie. walk please

We use consistent whole-school scripts. Our main scripts are the following:

I notice that you are...I need you to...

And if the behaviour persists

I notice that you are still...so I need you to...

We define behaviours, not children, and this de-personalisation enables children to be more proactive and empowered in their decisions.. We distinguish between two types of behaviours using the following language:

1. behaviours that challenge (these are difficult, cause some disruption, and can be managed with lower level strategies)
2. behaviours that harm (these pose risk to children or staff and require prompt and effective behaviour management intervention for safety)

We praise positive behaviours using positive language that is clear, explicit and teaches children why this behaviour is beneficial. For example:

-Excellent listening to your partner. They will feel respected and this will help you to

keep this great conversation going.

-Wonderful and safe walking through the corridors. You are behaving like a role model for younger children who will see you.

b) Recognition of positive behaviours

We know that recognition can be an effective strategy to motivate and inspire children to make positive behaviour choices. As such, we have the following recognitions in place across the school year:

- Daily lunch play awards - from MDSAs to children who exemplify positive behaviours
- Friday celebration assemblies:
 - including EYFS, KS1 and KS2 Headteacher awards for children selected by their teacher as showing great positive behaviours this week.
 - Recognition of the year group who showed the most positive behaviours this week
 - Our Attendance Officer awards the class with the best attendance.
- Weekly class recognition - on a Monday, each class agrees a positive experience to work towards on a Friday. Each class has their own agreed way to monitor progress across the week for example, some classes use a marble jar.
- Weekly Monday Felix Primary School stars assembly - following the weekly PSHE-themed assembly, which is often linked to behaviour, and led by a member of SLT - children who have achieved something positive outside of school are celebrated.
- DOJO communicate positives to families across the week
- House tokens - these are given by any member of staff to children who show positive behaviours.
- Half-termly key stage recognition - MDSAs decide a year group who gains an extra playtime in the last week of half term for their positive behaviours across the half term.
- Termly recognitions

We make reasonable adjustments for individuals who require something different to motivate and reward them for positive behaviours. These can include:

- Book of Brilliance (BOB Books)
- Planned positive experiences
- Personalised reward system (half day, daily, weekly)

8. Managing behaviours that are challenging or harmful

In line with Norfolk Steps, we know that a consistent whole school approach to managing challenging and harmful behaviours is necessary in our efforts to both safeguard and support the development of children in our care.

At Felix Primary School, we follow this staged approach to managing such behaviours:

Stage	Consequence	Responsible Adult	Behaviour Examples
1	Warning 1	Teacher or TA	Low-level distractor (ie. chatting when not the right time, refusal, disturbing teaching and learning)
2	Warning 2		

3	Adjustments within class <ul style="list-style-type: none"> • Change of seating • Seated independently • Time out 	Teacher or TA	Low-level distractor - persisting
4	Portion of time missed from break time	Teacher or TA	-Refusal to do learning -Minimal effort -Disruption to teaching and learning Persisting behaviours
5	Time out in another class Up to one session	Teacher or TA	-Higher level behaviours such as verbal or physical abusive to staff or peers -Persisting low-level behaviours that continue despite moving up the stages
6	Internal Isolation/Separation One or two sessions Safe and separated from peers, with adult supervision Activity during this time may be: -learning set by Class Teacher -a distracting activity to support child wellbeing -a cognitive break of reduced demands A reflective activity is then completed with an adult to prepare for return to class.	SLT Or A member of staff as directed by SLT	-If the child has met all previous stages. -The child's behaviours persist. -If the child refuses to engage. -If a higher-level behaviour.
7	Formal external suspensions In line with: Suspension guidance (DfE, Sept 2023) A reintegration meeting is scheduled for the child's return to school.	Decision made by Headteacher Or Deputy Headteachers in her absence.	-If the child has met all previous stages. -The child's behaviours persist. -If the child refuses to engage. -Single severe behaviour incident.

In line with our graduated approach, we identify children with behavioural needs, and put in place provisions to support them to make improvements in their behaviour.

Children with behavioural needs are identified as either Red, Amber or Yellow stage, depending on their behavioural needs, as follows:

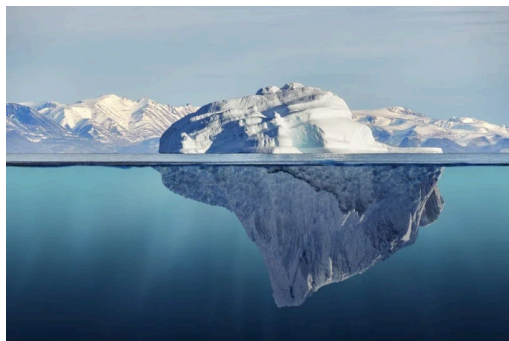
Behaviour level	
Red	Persisting, significant behavioural needs. May be identified as SEMH priority SEND. Added to school behaviour record.

	Behaviour plan (co-produced and reviewed with child, school and family) External referrals for support likely. Alternative Provisions and/or Managed Moves may be indicated. Team Around The Child meetings
Amber	Needs becoming more persisting. Additional supportive measures put in place.
Yellow	Needs which require Class Teacher monitoring only. Early supportive measures put in place.

Since every child is unique, a consistent, but personalised approach to their support plan is needed. When devising behaviour support plans, we consider the whole child, which may include Social Emotional and Mental Health Needs (SEMH), SEND (and EHCP stipulations), and Adverse Child Experiences (ACES).

We recognise the link between mental health and behaviour. We consider all behaviour as communication. At all stages of behaviour, staff are actively encouraged to be curious and to consider what could be the reasons underlying the behaviour. Staff consider the Iceberg Model (Schopler, 1995) in this process:

What behaviours are visible above the surface?



What is going on below the surface and contributing to the child's behaviours?

Our Team Around the Child (TAC) meetings enable school staff to action-plan together a more detailed plan of support for children in the Red stage. Here is a list of possible reasonable adjustments which may be implemented:

- Risk assessment
- Personalised timetable
- Personalised seating plan
- Adjusted curriculum
- Cognitive and/or active breaks
- Within-school intervention linked to SEMH needs (ie. ELSA)
- Enhanced pastoral input
- Breakout/safe space
- Trusted adults
- Soft start

In extreme cases, if a child persistently refuses to comply with our behaviour policy, or presents with behaviour of single incidence that is a serious breach, the Headteacher may make the decision to request a Permanent Exclusion. In this event, the Headteacher is guided by the Suspension and Permanent Exclusion guidance (DfE, Sept 2023) in initiating this process.

a) Reasonable force

The use of Restrictive Physical Intervention

The use of restrictive physical intervention is permitted within our school, when it has been determined to be necessary, reasonable, proportionate and as a last resort. Staff will receive appropriate training on the use of restrictive physical intervention techniques. When staff have used a restrictive physical intervention, they must record the incident, using the Trust template. Parents should be informed of all use of restrictive physical intervention. Reasonable adjustments will be made for disabled children and children with special educational needs.

b) A restorative approach

As educators, we see all behaviour as an opportunity to learn, even behaviours that are challenging and harmful. Our restorative approach empowers children, through our support, to be reflective and to make positive change moving forward from any incident of non-compliance with our behaviour policy. What this looks like depends on the child's stage of behaviour need. For example,

At Red stage: a personalised restorative plan for debriefing post-incident is agreed on the child's Behaviour Plan. This may involve self-regulation through a distracting activity, with light restorative talk while playing, and the return of positive pro-social behaviours praised.

At Amber stage: a restorative and reflective activity, completed with an adult, may be appropriate. This may involve an element of repair such as drawing a picture for someone or cleaning up a mess made.

At Yellow stage: a simple restorative conversation with an adult may be sufficient.