



Behaviour policy

Formally adopted by the Governing Board of:-	Green Shoots Federation
On:-	October 2021
Chair of Governors:-	Tim Jermyn
Last updated:-	July 2023

Update Summary – July 2023

In July 2023, the Behaviour Policy was significantly revised to incorporate updated National guidance and the Norfolk Steps training that has been provided to all staff in April 2023. The Federation follows Norfolk STEPs-informed approaches to positively managing behaviour across the Federation.

The methods for praising positive behaviours and responding to challenging behaviours has been updated. The previous traffic light-based system has been replaced by a core values-based display for promoting and rewarding positive behaviours, and a 3-step verbal warning and consequence process for managing challenging behaviours.

As part of the update, pupils and staff were consulted on whether they felt the Behaviour Expectations in different setting within school (Appendix 1), and behaviour consequences (Appendix 2) needed updating. Both documents were amended following suggestions from the consultation. Appendix 3 (Promoting Positive Behaviours in EYFS) was added in consultation with EYFS staff.

Aims of our Policy

It is the Federation's aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose ethos and values underpin everything that we do.

Children at both schools are taught about their school's core values and how these are important skills for them as learners and young people:

At St John's, the core values are:

- Respect
- Communication
- Citizenship
- Collaboration
- Awareness of Self
- Perseverance and Resilience

At Tunstead, the core values are:

- High Expectations
- Resilient & Determined
- Inquisitive and Curious
- Collaborative

The Federation's behaviour policy is therefore designed to support the way in which all members of each school's community can work together in a way which aims to promote these key values.

The schools have a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Our policy aims to:

- Encourage a calm, happy and respectful atmosphere within school community.
- Promote positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued. This will develop an ethos of kindness and cooperation
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Treat all children fairly and apply have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- Make boundaries of acceptable behaviour clear aims to help children grow in a safe and secure environment.
- Promote and encourage good behaviour, rather than merely deter anti-social behaviour.

How we promote the school's ethos and values and encourage positive behaviours in our Schools?

Our ethos and values underpin daily life in our school. During daily class discussions, the PSHE/RSE curriculum and weekly themed assemblies, children and adults are encouraged to reflect on the contribution that they have made to the school community each week and how they have demonstrated the values that our school is looking for.

In addition to this, our expectations of good behaviour are made clear through our class 'Rights and Responsibilities' agreed within each class at the start of every year

and displayed prominently within each classroom. These are based on our core values, resulting in a shared expectation of learning and behaviour.

In consultation with children and staff, we have also agreed a list of expected positive behaviours within different settings in our schools. These are outlined in Appendix 1.

Children who demonstrate good behaviour and effective learning behaviour are praised both privately and publicly through:

- Teachers praising children and encouraging positive feedback between peers.
- Pupils may be sent to another member of staff to re-enforce the praise
- Credits and class awards are given for exceptional behaviour and learning.
- Children who demonstrate a good example of a core value have their name moved to that value on the class values chart.
- Gold Book awards will be given as part of a weekly celebration assembly, with a focus on the school's core values
- Senior Leaders actively encouraging staff members to send children to them for good behaviour, improved attitudes to learning and outstanding achievement.
- Headteacher / Star awards and certificates

All stakeholders are encouraged to promote high standards of behaviour by providing positive role models. The Staff Code of Conduct and Staff Handbook outline these expectations in further detail.

Who is responsible for behaviour management?

Behaviour Management is the responsibility of **all** staff in the Federation.

The Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. More details on the exclusion process is given later in this policy.

The Role of the Class Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and while on educational visits and trips.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher must be a positive role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- The class teacher should ensure that parents are aware of repeated low-level negative behaviour, such as calling out or disrupting the class.
- If a child misbehaves repeatedly in class, the class teacher should keep a record of all such incidents and seek help and advice from the Deputy Headteacher, SENCo and, if necessary, the Headteacher.
- Be responsible for creating, implementing and reviewing, alongside the school's SENCO, any individual Positive Behaviour Support Plans for a pupil with additional needs who requires additional supports/scripts to maintain positive learning and social behaviours.
- The class teacher may also contact a parent (in discussion with the School Inclusion & Wellbeing Mentor and the Headteacher) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

- Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should manage behavioural incidences in line with the school policy, and inform class teachers of any inappropriate behaviour.
- ~~• Expectations for playground behaviour are clear to all staff and children (see appendix for expectations)~~

The Role of Parents and Carers

- Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Headteacher and Headteacher.
- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to co-operate with the school.

How do we respond to challenging or harmful behaviours?

Across the Federation, we follow a clear 3-stage process for handling any incidents of challenging or harmful behaviour. Depending on the significance of a particular incident, the response may not begin from the first stage.

Stage	Examples / Consequences
First verbal warning	Pupils are given a clear reminder of any expectations or values they need to demonstrate. They may be given visual or verbal prompts of strategies they can use to correct the behaviour, including use of the Zones of Regulation toolkits.
Final Verbal Warning	If a child continues to display a behaviour without correction, a final verbal warning will be given. Where appropriate, this will also include a clear statement of the positive out by changing the behaviour and the consequence that will follow if they do not. Suggested script: This is your final warning. I need you to or there will be a consequence of
Consequence	Should the behaviour persist beyond the warnings, or be of significant aggression or disruption, then a consequence will follow and be explained to the pupil in age-appropriate language. A list of sanctions/consequences for disruptive behaviour in different settings in school can be found in Appendix 2

Persistent challenging behaviours

For children showing persistent and/or more challenging behaviour, the following procedure will be followed.

1. SENCO/Inclusion & Wellbeing mentor to assess any potential barriers, life experiences or unmet needs that may be impacting on the child's behaviour and feedback to the class teacher.
2. Class teacher to meet with parents to discuss any possible triggers for behaviour, strategies identified that could be used and agree a plan of support. This may take the form of a Positive Behaviour Support Plan for use in school, or may involve planned supports for the child outside of school
3. Deputy Head / SENCO / Inclusion and Wellbeing Mentor to meet with the parents and the class teacher.
4. Headteacher involved

If these actions do not achieve the desired behaviour, then one or all of the following actions may occur:

- Outside agencies contacted, including (but not limited to) consideration of specialist assessment or input, or alternate educational provisions
- Procedures may be started for fixed-term or permanent exclusion. More details on the process for exclusions can be found in Appendix 4.

Should a serious incident occur staff will record it on CPOMS, where it will be linked to central logs of behaviour and the child's individual file.

Positive Behaviour Support Plans

If a pupil is recognised as having additional needs or lived experiences that mean they can present with challenging or harmful behaviours, a Positive Behaviour Support Plan will be drawn up in partnership with parents and the pupil and reviewed as necessary.

These plans will outline the positive behaviours staff and families are trying to promote, as well as clear scripts to follow and actions to be taken in response to any challenging or harmful behaviours displayed by the child. This will include clear guidance on any adaptations to consequences or restorative conversations, and may include details on any physical restraint strategies required following an individual risk assessment.

The school's SENCo and/or Inclusion Worker will have input into these plans and help to identify appropriate strategies, supports or physical interventions required to achieve the aims of the plan

As part of the plan, reflection and restorative approaches are discussed, including how incidences will be communicated to family members.

Pupils transitions into our school, or onto or off from Positive Behaviour Support Plans

All pupils are introduced to the class and school rules at the beginning of each year, and these are regularly reminded in class and through assemblies.

For those pupils moving onto / off of Positive Behaviour Support Plans, staff in school will support the pupil and their family in making clear what the expectations of behaviour are for their child and the adapted strategies or supports in place to maintain positive behaviours. The SENCo or members of the Senior Leadership Team may also support these conversations.

Physical Contact Between Adults and Children

Positive Contact

The school accepts the LA's view that there can be positive physical contact between adults and pupils which expresses "parental affection to provide comfort, ease distress and signal care." However, for some children touching is unwelcome and where this is known staff should be informed. Guiding principles for positive physical contact are included within the Norfolk Step On training, which has been completed by all classroom-based staff in school.

The Use of Force to Control or Restrain Pupils

On rare occasions, members of staff and others who have lawful charge of pupils may have to control a pupil. Section 93 of the Education & Inspection Act 2006 allows members of staff, and other persons who are authorised by the Headteacher, to use reasonable force. The DfE's 'Use of Reasonable Force' guidance (July 2013) identifies the following scenarios in which reasonable force may be used in school:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

There is no legal definition of “reasonable force” but a workable guide might be the minimum needed to achieve the desired result. The DfE’s ‘Use of Reasonable Force’ guidance (July 2013) states that:

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff Training regarding Use of Physical Intervention (Norfolk STEPS programme)

The Federation follows the Norfolk Steps program of promoting positive behaviours and in managing behaviours that may require physical intervention.

The Executive Deputy Headteacher and the Inclusion and Wellbeing Mentor have completed Step On and Step Up Lead Professional training, which allows them to train and support staff in school in using the program’s techniques.

All teaching staff, classroom assistants and midday supervisors complete Step Up training. As part of the Step Up training, staff are shown how to guide pupils using non-restrictive physical intervention. This will most often be seen as (but is not limited to):

- a guide with closed hands on the shoulder,
- non-restraining hand holding
- using an open hand to guide an arm or turn a pupil away from a challenging situation.

Some staff in school, including the Senior Leadership Team, have completed Step Up training in Restrictive Physical Interventions (RPI). These are used in situations where pupils are displaying harmful behaviours and need to be restrained to reduce the risk of harm or significant disruption to learning. If any pupil has required repeated RPI, a risk assessment will be made and a Positive Behaviour Support Plan agreed with staff and families of the young person involved.

Across the Federation, staff will use the lowest level of physical intervention required to reduce the level and risk and/or harm. Regular training means that all staff are confident to use the most appropriate methods.

Recording Incidents

If RPI is used by an adult, then a written report should be completed and submitted via the school's CPOMS system. Guidelines for recording incidents will be given to all authorised persons

Bullying

A definition of bullying is: "A person is bullied when he or she is exposed regularly and over time to negative actions on the part of one or more persons" (Psychological Service Information Paper 5 - Bullying).

Bullying can be physical, verbal or emotional.

In our schools, we do not and will not tolerate bullying and will strive to eradicate it wherever necessary. We encourage children to be aware of and understand the difference between bullying and one off incidences. All staff are trained to deal with children who report bullying.

Examples of bullying can include: -

(Repeated)

- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- teasing
- intimidation
- extortion
- ostracising
- cyber bullying

Early signs of distress can be shown by one or more of the following behaviours:

- withdrawn
- work deteriorates
- made up illness
- isolation

- desire to remain with adults
- erratic attendance
- general unhappiness/fear/anxiety
- has unexplained bruises/scratches/cuts
- frequently has no dinner money
- often forgets games kit
- often loses books
- comes home regularly with clothes or books destroyed
- refuses to say what is wrong
- gives an improbable excuse to explain any of above.

We discourage bullying by

1. Discussing friendships
2. Encouraging the caring side of children
3. Positive encouragement of caring behaviour
4. Good relationships between staff and pupils
5. Adequate supervision on playground/field.
6. RSE is delivered using Norfolk's materials and supplemented by the Jigsaw PSHE curriculum

If there is reason to suspect bullying, the following informal procedure will be carried out initially:

The class teacher will investigate the allegations and alert all members of staff who come into contact with the child who, between them, will monitor the situation

If the monitoring prompts cause for concern, then the following will occur:

1. Class teacher(s) will meet both victim and bully to discuss the situation
2. Sessions with the Inclusion worker to enhance self-esteem and self-value of both victim and bully will be offered. These sessions could be individual or joint.
3. Positive behaviour on the part of both victim and bully will be rewarded
4. Teachers of both victim and bully will use circle time / PSHE time with the whole class to follow up, support victim and prevent recurrence
5. Concerns will be reported to all staff via the 'Case History' slot in staff meetings and briefings

If the situation does not improve, despite the methods outlined above, a more formal approach will be adopted:

1. The following members of staff will be informed: Head, Deputy and Inclusion & Wellbeing Mentor
2. Parents of both victim and bully will be involved and will be invited into school to discuss the situation. A plan to address the bullying will be put into place after discussion with all parties
3. Monitoring of the situation (including any discussions with children involved) will become more formal; a written record of any instances / discussions will be kept
4. If not already in place, sessions with the Inclusion worker will be offered to both victim and bully

5. Monitoring of the situation will continue, even if the situation seems to be resolved and parents of both parties will continue to be involved until all are satisfied that the matter can be closed

If the situation persists despite the procedures outlined above, then the matter will be taken to the governing body for a more formal resolution

Breach of ICT Code of Conduct

In the event that a pupil misuses the ICT equipment in school the following will be followed:

- The concern is raised with the Headteacher immediately via CPOMS
- The Headteacher will speak with the pupils involved
- The Headteacher will inform the parents of the pupil about the action and the sanction
- The Headteacher will record on CPOMS the sanction/consequence and how this was shared with parents.
- The Headteacher will also record any next steps for the school i.e. amend pupil curriculum/extra CPD for staff
- If the misuse is significant or criminal the Headteacher may contact the Police.
- The CPOMS report will be retained on the pupils record

Child on Child abuse

Child on child abuse refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim.

Staff will respond swiftly to any reported or witnessed incidences of this, and will inform parents and other agencies as appropriate. Protective and educational consequences for any abuse that takes place will be carefully considered on an individual basis.

More details on our approach to Child on Child Abuse can be found in our Safeguarding Policy.

Appendix 1: Positive Behaviour Expectations for different school settings

Across all settings within our School, we would hope to see all our children displaying our core values and showing excellent manners. For different settings in our school, we would particularly hope to see these positive behaviours:

Setting	Expectations
Classroom	<ul style="list-style-type: none"> • Listen to and follow adult instructions. • Listen to each other and respect each other's opinions • Allow classmates to participate in discussions without interruption. • Use polite, supportive and respectful language • Complete the work set to the best of our ability.
Corridors	<ul style="list-style-type: none"> • Take care when moving around school to avoid collisions • Use calm and respectful voices to avoid disturbing other classes • Respect school property and displays • Respect the belongings of other children in cloakrooms. • Use school toilets calmly and sensibly
Playground	<ul style="list-style-type: none"> • Take care when moving around school and playground to avoid collisions • Choose non-contact games and play safely at all times (for example – no Bulldog / play fighting) • Use polite, supportive and respectful language • Respect play equipment • Respect other people's personal space • Check in on those who may be alone or upset, while respecting their personal space • When the whistle/bell goes, stop and wait quietly for the next instruction
Lining Up	<ul style="list-style-type: none"> • Hands by side • Check uniform is presented tidily • Facing person in front • Calm walking • Single file (unless asked to otherwise by an adult)
Lunch	<ul style="list-style-type: none"> • Eat with good table manners (seated, not playing, not talking while eating etc) • Respect other people's space and belongings • Clean up our own rubbish when we have finished.
School trips / Swimming	<ul style="list-style-type: none"> • Walk sensibly and safely to the swimming pool • Listen carefully to teacher's instructions regarding crossing the road etc • Change sensibly, respecting other people's space and items of clothing • Listen carefully and respectfully to the swimming instructors • Act safely and sensibly in the pool and its surroundings

Appendix 2 – Possible Behaviours & Consequences

Across the Federation, we follow a clear 3-stage process for handling any incidences of negative behaviour, as outlined earlier in Behaviour Policy. Depending on the significance of a particular incidence, the response may not begin from the first stage

In line with the Norfolk STEPS approach, we recognise as a Federation that there needs to be clear and consistent consequences for challenging or harmful behaviours. We also want to support our young people to reflect on events after they have happened, so that they can learn and develop their ability to self-regulate and reduce the risk of re-occurrences of the challenging or harmful behaviours.

Behaviour	Examples	Consequences	Restorative actions
<u>Disruption</u>	Shouting out. Leaving the classroom during learning time without permission.	5 Minutes missed of break/lunch time	Discussion with class teacher around possible triggers and how to respond differently in the future.
<u>Disrespect & Defiance</u>	Swearing at someone. Using inappropriate language towards someone. Mistreating school resources. Untidy uniform (that is within the pupil's control) Purposefully ignoring instructions.	10 minutes inside at break time.	Discussion with class teacher around possible triggers and how to respond differently in the future.
<u>Harmful Behaviours including fighting</u> No verbal warnings given. Incident discussed with SLT, and contact made with parents/carers by class teacher.	Fighting Threatening or intimidating behaviour Significant destruction of property (school, own or other pupils)	Provoked – 25 minutes Unprovoked – 50 minutes and SLT involved.	Time with the Inclusion Mentor at lunchtime to discuss safety and emotional regulation, to agree plan for handling future situations
<u>Unsafe playground behaviours</u> Single verbal warning given before consequence.	Play fighting Rough play Inappropriate play with younger pupils	15 minutes inside at break / lunch time. Persistent / repeated behaviours may warrant extended time or alternate break arrangements	Discussion with class teacher around possible triggers and how to respond differently in the future.

Appendix 3 – Promoting positive behaviorus in EYFS

As part of the revisions to the policy in July 2023, we consulted with EYFS staff about how to represent our core values and promote positive behaviours in the most meaningful way to our youngest pupils.

The feedback from staff was to follow a similar format as the main school, but with the core values chart being more frequently used and reset on a daily basis, to give more instant praise for positive learning behaviours.

In EYFS, we will also be renaming the core values to use more accessible language for our younger learners. The names were also considered to highlight key areas within the ELGs for Reception.

In our EYFS classrooms, the core values will be refered to as:

Early Learning Goals	
Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

St Johns

Respect -> Respect
 Communication -> Talk and listen
 Citizenship -> Friendship
 Collaboration -> Teamwork
 Awareness of Self -> Feelings
 Perseverance and Resilience -> Having a go

Tunstead

High Expectations -> Respect
 Resilient & Determined -> Having a go
 Inquisitive and Curious -> Talk and listen
 Collaborative -> Teamwork

Consequences for challenging or harmful in EYFS

We recognise that for our younger pupils, consequences are most impactful when they follow closely to any challenging behaviours (once the child has re-regulated). In EYFS, any consequences involving a time out will take place as soon as is possible, taken from choosing/free choice time if this is where the incident occurs, or break or lunchtime if required. The length of the consequence may be adjusted to match the child's emotional development and ability to regulate.

For any persistantly challenging or harmful behaviours, or in the event of a serious event, senior leadership would be involved as per the normal policy for persistant behaviours.

Appendix 4 – Process for fixed-term or permanent exclusions

If the Headteacher decides to exclude a pupil, he / she will:

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents / carers, explain the decision and ask that the child be collected
- Send a letter to the parents confirming:
 - The reasons for the exclusion,
 - Whether it is a temporary or permanent exclusion,
 - The length of the exclusion,
 - The date and time when the pupil should return to school,
 - Any terms or conditions agreed to the pupil's return and the person to whom the parent should contact if they wish to make representations to the Governing Body (this will usually be the Clerk or Chair of the Governing Body),
 - the name and telephone number of an officer of the LA who can provide advice
- Notify the Chair of Governors at the time exclusion is decided. If the exclusion is permanent, or the exclusion would result in the pupil being excluded for more than five school days in any one term or the pupil will miss a public examination, the Governing Body and LA will be informed of the exclusion within one school day of the exclusion.
- In cases of more than a day's exclusion, ensure the appropriate work is set and that arrangements are in place for it to be assessed. In cases of more than 5 days exclusion, explain the school's arrangements or the continuation of the child's education in another setting.
- Plan how to best address the pupil's needs on his / her return, this may include a programme with input from staff, parents, School Support Team, Attendance Service and ,if deemed appropriate, the child.
- Plan a meeting with parents / carers and the pupil on his / her return.

An exclusion will not be enforced if doing so may put the safety or wellbeing of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare and wellbeing are the priority.

Should a permanent exclusion be considered, then the following process (in line with Norfolk County County guidelines and the DfE's [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)) will be used:



