

Behaviour Policy Principles

Crockerne is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome students at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/beads
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Crockerne principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book

'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

When the adults change, everything changes

<p>Rules</p> <p>We must always:</p> <ul style="list-style-type: none"> • Be ready • Be respectful • Be safe

<p>Visible Consistencies</p> <p>We must always:</p> <ul style="list-style-type: none"> • Meet and greet at the start of the day and after breaks. • Walking in silent lines around the school. • Playing nicely with each other. • Walking carefully around the school site.

<p>Over and Above Recognition</p> <p>We will always:</p> <ul style="list-style-type: none"> • Send postcard recognition home • In class recognition -Gem Points • Stickers
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Relentless Routines

Walk quietly around school.	Play and work well together.	Praise in public (PIP) Reprimand in private (RIP)
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Stepped Boundaries

Gentle approach, use child's name, child level, eye contact, deliver message

1) Reminder:

I noticed that you chose to... (noticed behaviour)
 This is a **reminder** that we need to... (be ready/respectful/safe)
 You now have the chance to make a better choice
 Thank you for listening

Example: 'I notice that you are running in the corridor. You are breaking the rule of being safe. Please walk. Thankyou for listening.'

2) Warning

I noticed you chose to (noticed behaviour)
 This is the second time I have spoken to you.
 You need to speak to me for two minutes after the lesson.
If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking area (learner's name),
 Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight and got it finished? That is what I need to see today. Thank you for listening.'

3) Calming Time

I noticed you chose to (noticed behaviour)
 You need to:
 1. Wait outside the classroom/Go to quiet area 2. Go to sit with other class 3. Go to sit in a SLT classroom 4. Go to HT's office
 Playground: You need to: 1. Stand by other staff member 2. Sit in the quiet area 3. Go to a member of SLT
 I will come and speak to you in two minutes

Example - 'I have noticed you are continuing to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

DO NOT describe child's behaviour to other adults in front of the child

4) Follow up, Repair and Restore (Neutral, dispassionate language.)

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

**Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.*

Sanctions:

Sanctions should

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Crockerne, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher.

Any 'reportable' behaviour (reportable to co-headteachers or parents) should be logged on Safeguard detailing trigger, incident and follow up.

BEHAVIOUR PATHWAY

Reminder

Warning

Time-In/Calming Time

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

Sent to SLT/AHT/HT

Parents Phoned

Parents Called To School

Seclusion

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

In some cases, children may require individualised behaviour management plans, and additional support with their behaviour, this plan will outline expected behaviour, rewards and sanctions; these will be discussed with the class teacher, child, Learning Mentor, SENCo and parents.

When behaviour displayed becomes more challenging and unsafe fixed-term exclusions may be directed. Parents will be informed, through a telephone call and a formal letter, clearly stating the reasons behind this decision, the period of exclusion, school work to be completed and date and time of a re-integration meeting.

Permanent exclusion may be considered as a result of a one off or series of incidents, when the child's behaviour results in harm to themselves or others, where any alternative course of action is not considered appropriate.

When necessary the school may decide to call on the support of outside agencies, where different professionals will work together to support the child.