Behaviour Policy

Agreed by the Governing Body
October 2022

Next review date
October 2023

Contents

1. **Aim**

This policy aims to

- Provide a consistent approach to behaviour management with parental co-operation

- Outline how pupils are expected to behave to encourage a calm, purposeful and happy atmosphere within the school

- Define what we consider to be anti-social behaviour, both difficult and dangerous

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- Outline our system of rewards and consequences

2. **Legislation and Statutory Responsibilities**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools
- Searching, screening and confiscation.
- Use of reasonable force in schools
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

3. Vision and Values

Yewtree School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to, and interaction with the community, their continuing development and the quality of their lives. Our behaviour strategy is aimed at improving educational outcomes for all learners by promoting and supporting their engagement with education.

Our vision, **choosing to learn, growing success** intends to empower our whole school community to grow into independent life-long learners for an even better tomorrow.

The following core values underpin our vision in order for us to support children to **thrive** in our school environment and the wider world becoming secure and confident, future members of society.

Trust
Hardworking
Resilient
Independent
Valued
Equality

EQUALITY   EQUITY
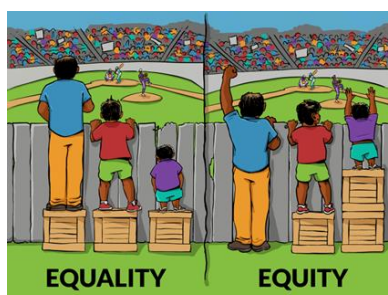
4. Hertfordshire Steps

At Yewtree Primary School, all staff working with our children receive training annually in behaviour support. This training is called "Hertfordshire Steps".
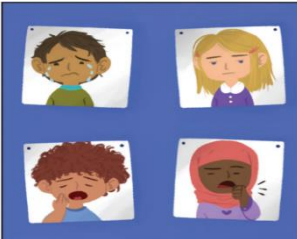
Hertfordshire Steps uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce harm. which includes practical techniques of physical intervention. (i.e., offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.)

An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, reducing and managing conflict and supporting a positive school ethos.

There are two certified Hertfordshire Steps Tutors within Yewtree. Mrs Wendy Guest and Miss Tyla Stevens.

5. Zones of Regulation

Zones of Regulation develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	Overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

6. Behaviour Management

At Yewtree Primary School, we teach children that all behaviour has consequences, which will be relevant to the specific behaviour displayed

Pro-Social behaviour is:	Anti- Social behaviour is:	
• A social behaviour that benefits other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering. • Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of others	• Actions that harm or lack consideration for the well-being of others. • Acting in a manner that has caused or is likely to cause harassment, alarm or distress to one or more persons.	
Pro-social consequences • Behaviours which foster our values will be acknowledged by staff with positive consequences (rewards). • Through these consequences, we aim to develop internal discipline, which leads to self-regulation. • Children learn to manage their own behaviour rather than rely on external controls	Protective consequences: Removal of a freedom to manage harm.	Educational Consequences: The learning, rehearsing, or teaching so the freedom can be returned.

Some behaviours exhibited can be identified as difficult and dangerous.

Difficult behaviour = antisocial behaviour that is not dangerous) so that all adults are clear on what is difficult and what is dangerous. This leads to consistency when recording and reporting behaviour.

Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

7. Rewards and Consequences
Rewards

Recognising good behaviour is essential to creating a positive learning environment and a consistent approach enables everyone to feel part of the school community working towards a shared set of goals. Staff recognise behaviour in many ways – for example by awarding house points, through verbal praise, star in a jar, head teachers award or reporting to parents/carers.

Consequences

The effectiveness of a consequence comes through it being imposed following a warning.

The aim of consequences is to discourage future misbehaviour. The real power of consequences is in the child having a clear picture of the inevitable progression.

Responses need to be clear and predictable, as consequences that are unfair, inconsistent, or unpleasant tend to be counterproductive.

Every effort is made to administer the appropriate consequence. For example, if work is left unfinished because of misbehaviour, the work should be completed in the child's own time.

The school categorises and records unacceptable behaviour in 3 stages (Please note that this is not an exhaustive list):

Stage	Behaviour	Monitoring and Consequences
Stage 1	- Time wasting - Interruptions - Chatting / disruptions - Calling out or answering back - Silly noises - Poor listening - Inappropriate use of resources	Monitored by classroom staff and are tackled using positive reinforcement strategies including discussion: – Is everything OK? – Do you understand the task? – What should you be doing? – What should you have done? – Can you think of a different way to deal with the problem? – Or reminders, warnings, verbal reprimand, completing work in own time
Stage 2 Difficult behaviours	- Constant or escalating stage 1 behaviours - Refusing to work - Refusing to do as adults ask - Uncooperative behaviour that makes it difficult for the teacher to carry out their duties - Preventing others from working - Deliberately damaging property, equipment, or the work of others - Extreme rudeness to adults, or answering back inappropriately - Threats (actual or implied) - Swearing - Spitting - Leaving the class / lesson without permission	Monitored by classroom staff and phase leaders Recorded on Arbor and lead to parental contact Contact with parents / carers will be made on the day of the incident. This will be done either face to face (but away from public view) or by telephone. Will result in loss of privileges, missing of playtime to complete work/reflective writing or activity/apology
Stage 3 Dangerous behaviours	- Dangerous behaviour (including refusal to carry out an explicit instruction that puts others in danger) - Serious verbal/physical abuse - Highly offensive behaviour - Racial abuse - Bullying – The definition of bullying is 'a persistent, deliberate attempt to hurt or humiliate someone'. One-off incidents of inappropriate behaviour, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'. - Violence - Stealing - Deliberate vandalism - Leaving school site	Recorded on Arbor and brought to the immediate attention of the Senior Leadership Team Contact with parents / carers will be made on the day of the incident by a member of the Senior Leadership Team Will result in loss of privileges, time out of class to reflect and self-regulate/reflective writing or activity/apology May result in internal or external suspensions or exclusion

8. Roles and Responsibilities

8.1 The Governing Board

The Governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

8.2 Headteacher and School Leadership Team

- Ensure the behaviour policy is being implemented consistently by being highly visible and engaging with all stakeholders
- Review and distribute the school behaviour policy annually to all stakeholders and publish on school website.
- Ensure all new staff are inducted clearly into schools' behaviour culture
- Consider appropriate training for staff to meet their duties and functions within the behaviour policy, including supporting children with SEND
- support staff in responding to behaviour incidents, ensuring there is no disruption to teaching and school routines.

8.3 Staff

All Yewtree school staff are responsible for:

- Having high expectations of appropriate behaviour
- Implementing the behaviour policy consistently, listening to all involved parties and following issues through
- Modelling positive behaviour, using voices appropriately, and being careful with the choice of vocabulary
- Ensuring that the learning environment is well organised, calm and safe, establishing clear boundaries of acceptable behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording anti-social behaviour incidents in a timely fashion

8.4 Parents

It is the aim of the school to work in partnership with parents. When a teacher has a concern regarding the behaviour of a child, the parents will be contacted at the earliest opportunity. We value the support of parents and aim to work in partnership through positive dialogue.

 Parents are expected to:
- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

8.5 Pupils

We expect all pupils and staff to conduct themselves in a manner which upholds our school values:

THRIVE – Trust, honesty, resilience, independence, valued and equality.

9. Learners with Special Educational Needs

We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences that are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Therefore, learners with behaviour difficulties on the Inclusion register may well have personalised support. See SEND Policy for further details.

10. Risk Management Plan

The school's pro-social behaviour policy effectively works for the majority of children. For some children they may require an Individual Risk Management Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

• be based on analysis from 'Roots and Fruits' and 'Anxiety Mapping' of the child.
• involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
• include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
• take into account the age, understanding, and competence of the individual learner
• consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
• be based on the basic premise that "Positive experiences create positive feelings and Positive feelings create positive behaviour" (Hertfordshire's Behaviour and Attendance Strategy, 2014).
• Different for Different, meaning all children will be supported on an individual basis

11.Mobile Phones

Mobile phones are not allowed to be on pupil's persons during the school day. If a pupil in Year 5/6 is walking to school independently and has a mobile phone, they will be required to hand in at morning registration and the mobile phone will be returned at the end of the day. All mobile phones will be stored securely in the school office and will be required to be on silent mode or turned off during the school day.

12. Pupil transition

 Information is passed on to the next teacher at the end of the school year. Records will be shared with receiving schools as appropriate.   The Early Years Team will conduct one to one meetings with parents prior to their child starting at the school.

13. Pupil Conduct Outside the School Premises

Consequences may be given for poor behaviour off the school premises which undermines any of the school's expectations of behaviour regardless of whether or not it is an activity supervised directly by school staff.

Subject to the school's behaviour policy, the school may discipline a pupil for any misbehaviour when the child is:

• taking part in any school-organised or school-related activity; or
• travelling to or from school; or
• wearing the school uniform; or
• in some other way identifiable as a pupil at the school; or misbehaviour at any time, whether or not the conditions above apply, that:
 • could have repercussions for the orderly running of the school; or
• poses a threat to another pupil or member of the public; or
• could adversely affect the reputation of the school. This school is committed to ensuring our pupils act as positive role models for us.

We expect the following:

 • Good order on all transport (including public transport) to and from school, whilst on educational visits.
• Good behaviour on the way to and from school.
• Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
• Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
• Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

14. Searching and confiscation

The Head teacher and Deputy Head have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

• knives or weapons
• alcohol
• illegal drugs
• stolen items
• tobacco and cigarette papers
• pornographic material
• fireworks
• any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

14. Suspensions and Exclusions

At Yewtree suspensions and exclusions are only ever used as a protective consequence in the most dangerous scenarios,

Suspensions

A decision to suspend a pupil for a fixed period (either internally or externally) is taken only in response to very serious breaches of the school's Behaviour Policy, where these are not serious enough to warrant permanent exclusion and lesser consequences are considered inappropriate.

Exclusion

A decision to exclude a pupil permanently will be taken only:

• In response to serious breaches of the school's Behaviour Policy; eg. persistent disruptive behaviour, violence towards staff or pupils, damage to property, bringing dangerous items onto the school site; and

• If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion

All suspensions and Exclusions are conducted in line with the DfE's latest guidance on [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

15. Monitoring Arrangements

This policy will be reviewed and approved by the governing board every annually.

16. Links to other Policies

Anti-Bullying Policy

Appendix 1:

Written Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing body every year.