



# Behaviour Statement of — Procedures

**School Name:** Shaw CofE Primary

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## Overview

Shaw CofE Primary School is committed to creating an environment where good behaviour is at the heart of productive learning. Good behaviour is essential for effective teaching and learning to take place. The achievement of high standards of behaviour involves praise and rewards, sound relationships between teachers and pupils; coupled with stimulating teaching and learning.

## Aims

**“To explore God’s amazing universe, valuing everyone and keeping children at the heart of all we do.”**

**“For I know the plans I have for you declares the Lord, Plans to prosper you and not to harm you, plans to give you hope and a future.” Jer 29:11**

## Code of Conduct

- All children and adults are expected to follow the Mission Shaw values.
- Children are encouraged to be proud to belong to Shaw CofE School.
- Children and adults are expected to be punctual.
- Everyone is expected to act and speak with **kindness**.

## School Rules – The Shaw Law

Our school rules are displayed and shared with the children as a means of communicating the code of conduct in child friendly language. We have chosen four rules through which our values and Christian distinctiveness can be promoted in all aspects of school life. We have made them simple to recall, so that they can be referred to more frequently and consistently by all adults.

1. **KIND** - We will treat others with kindness, be truthful and help everyone to be happy while learning and playing.
2. **READY** - We will be ready to learn. We will listen when others are speaking and respectfully follow instructions from adults.
3. **SAFE** – We will follow the Shaw Law as it keeps us safe. We will kindly and calmly try to sort out difficulties ourselves but accept support when needed.
4. **RESPECTFUL** – We will be respectful of each other and take care of God’s amazing universe.

## Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented.

All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously and with respect and avoid escalating situations by shouting and failing to listen.

### All Staff will:

1. Model the behaviour we expect to see.
2. Use a consistent approach in recognising and celebrating appropriate behaviour referring to "Kind, Ready, Safe, Respectful" rules.
3. Remain calm in approaching all undesired behaviours, **never** ignoring or walking past children that are behaving inappropriately. Staff will not shout in anger and will raise their voice only where needed to maintain safety and order.

### Senior Leaders will:

1. Support staff in managing children with more complex and entrenched behaviours by monitoring cpm's and having a visible presence around school.
2. Celebrate staff, leaders and children whose effort goes above and beyond expectations.
3. Ensure staff training needs are identified and targeted.

Leaders will not deal with behaviour referrals in isolation. Rather they will stand alongside colleagues to support, guide, and model and show a unified consistency to the learners.

### Class expectations for staff

- All children to be collected from the playground at the end of playtimes and lunchtimes and children to walk in with the adult. This does not however mean lining up is always expected – it can be unhelpful for some children.
- High expectations of work and behaviour.
- Ensure school rules (Shaw Law), rewards and sanctions are visible to all
- Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use agreed reward systems.
- Make opportunities to build positive relationships in unstructured time.
- Watch language, tone, posture, body language etc. Remain calm and cool at all times.
- Never make empty threats. Ensure you always follow through on what you have said. **Certainty** not severity.
- Criticise the behaviour – not the child. **Never** punish the whole class for the actions of a few, for example keeping the whole class in for 10 minutes of lunch because they can't sit quietly
- **Reflect!** Don't be afraid to admit you got it wrong, seek advice and change your practice the next time.
- Ensure the classroom is tidy, encouraging responsibility from the children.
- Embed orderly routines into school transitions including assembly time, playtime and lunchtime.

### Around the school

- Notice and respond to good behaviour exhibited by children from across the school, but challenge where necessary.
- Duties, be on time, in correct place. Take opportunities to build relationships with children. Play games and join in with them in the playground.
- Intervene whenever incidents occur – follow Restorative Approaches where possible

## Understanding the School Rules

Each teacher will lead a discussion about the rules with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a common, clear understanding of these rules and what they 'look like' in practice. The table below gives some ideas of things that might be covered by each rule but these should be decided with the children at an age appropriate level. The discussion should start with the question 'What do we want being Kind / Ready / Safe/ Respectful to look like in our classroom and the playground?'

	For Example
Kind	<ul style="list-style-type: none"> <li>• Be kind and polite to everyone at all times.</li> <li>• Show good manners. Use please and thank-you.</li> <li>• Always tell the truth.</li> <li>• Treat others as we would want to be treated.</li> </ul>
Ready	<ul style="list-style-type: none"> <li>• Follow instructions, the first time we are asked.</li> <li>• Wait our turn to speak.</li> <li>• Wear correct uniform.</li> <li>• Look at the person who is speaking.</li> <li>• Come into the classroom promptly in the mornings and after playtime / lunchtime.</li> <li>• Demonstrate good listening, e.g. eyes on teacher.</li> <li>• Get involved in class / group discussions.</li> <li>• Face new challenges</li> <li>• Be resilient.</li> <li>• Understand that not everybody has the same views.</li> <li>• Work hard in class to meet your potential in learning.</li> </ul>
Safe	<ul style="list-style-type: none"> <li>• Keep hands and feet to ourselves.</li> <li>• Walk when inside school building.</li> <li>• Use lesson resources / playground equipment for what they are supposed to be used for.</li> <li>• Keep four chair legs on the floor at all times.</li> <li>• Know and follow the fire procedures.</li> <li>• No rough play.</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>• Care for school property and the property of others</li> <li>• Care for God's amazing planet Earth.</li> <li>• Keeping the school rules</li> </ul>

## Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for being kind or safe and for all aspects of good work and behaviour.

All staff to give verbal or written praise as often as possible.

**Super Dojo messages** – Every member of staff has the option to send a super Dojo message to a parent. The idea is to celebrate when a child has done something well or acted above and beyond expectations. It is a chance to share good news with parents and celebrate the good behaviour/work of the children beyond the school gates.

**Celebration certificates** - celebrating achievements are awarded weekly in assembly and on a regular basis in class. The Certificates reflect our values, our rules or growth mind set behaviours. We also celebrate achievements of individual children and their work.

**Stickers** - Children really enjoy receiving a sticker and verbal praise, something which is instant and quickly shows parents and carers that they have had some positive praise. These are given out by Teachers or TA's at their own discretion. Exceptional effort or improvement can be rewarded by a visit to the Headteacher for a golden Headteacher Award.

Other systems which teachers may adopt include:

**Tokens in a jar** – Tokens are awarded for following rules or values or for exceptional work. A reward can then be given for a specified number.

### **Restorative approaches**

Wherever possible, this School will seek to repair relationships using restorative approaches. Restorative Approaches puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.

### **Four micro-scripts to use**

What you repeatedly say in response to poor behaviour is important. Most of us have had our defaults set by our own teachers when we were students. This is why in moments of stress you find yourself saying phrases like 'Why am I waiting?' and 'Would you do that at home!' Here are some key phrases.

#### **'I've noticed.....'**

Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the child to defend against.

#### **'I need you to....'**

Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Often introducing 'choice' in the moment is not helpful, 'You can choose to do this

now or at break time' will tempt many children to go for the latter and that is not the outcome you really wanted.

### 'You are better than that...'

Instantly reminds the child that you have faith in them despite their poor behaviour today. Done well it can reframe the child as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

### 'I care about you'

Shows the pupil know that you believe in them and want good outcomes for them.

### Sanctions Continuum

Poor behaviour should be dealt with at the lowest possible level to achieve a positive outcome.

1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations " <b>are you..kind..safe..ready, respectful?</b> " delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
4) Time out	Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. A bench or an adults' hand is to be used in the playground for reflection time.
5) Internal referral	At this point the child will be referred internally to another classroom for the remainder of the lesson. All internal referrals must be <b>recorded on CPOMS</b> . If referral is needed at playtime then this will need to be referred to the class teacher and <b>logged on CPOMS by the member of staff dealing with incident</b> . Playtime referrals mean time out in the corridor by the office.
7) SLT referral	If the above strategies do not improve behaviour or poor behaviour is of a more serious nature then time out in the HT office is the next strategy. This will be <b>logged on CPOMS and reported to parents by class teachers</b> .
7) Meeting involving parents	Continued breach of behaviour rules results in a meeting with the teacher and child recorded on CPOMS with agreed targets on a behaviour plan that will be monitored over the course of two weeks. If no improvement then the SLT will become involved.

## Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. targeted racial or sexual abuse, Cyber bullying, peer on peer abuse, causing deliberate physical harm, deliberately damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A Restorative discussion will also form part of the process.

### First incident

- CPOMS completed by **the adult involved in dealing with the incident**.
- Warning of next steps in future if there are repeated incidents of this kind.
- Class teacher informed (if they were not the ones completing the Log) parents will be notified by class teacher.

### Second incident

- CPOMS completed **by the adult involved in dealing with the incident**.
- Class teacher informed who will notify parents of the incident, this may be followed up by a letter if necessary.
- Staff to consider the use of 3 houses to find out any underlying issues for this behaviour.

### Third incident

- CPOMS completed by adult involved in dealing with the incident, with the involvement of SLT
- Parents contacted by class teacher and possible following actions: - Possibility of a weekly report (Good to be Green) and 5 point scale.
- Referral to SEMH team and further support if necessary
- Warning of future sanctions e.g. exclusions

### Sanctions for serious behaviour will follow the steps above and may include:

- A teacher's immediate use of step 3 of the Sanctions Ladder i.e. the child leaves the classroom and is deemed unsafe.
- A verbal warning by SLT as to future conduct.
- Withdrawal from the classroom for the rest of the day (Internal exclusion)
- Communication with parents by teacher informing them of the problem.
- A meeting with parents with teacher, and a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, then exclusion procedures may be implemented. Wiltshire guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude.
- A case conference involving parents and support agencies.
- Extreme situations of serious behaviour may result in children moving more quickly to SLT involvement.

All actions must be logged on CPOMS and any meetings with parents will require notes to be taken. Records are an important step to get the right support.

## **Playtime or Lunchtime Exclusion**

If, as a result of a restorative conversation, it is decided that a child should miss their playtime. The child will sit at a reflection bench in the playground. This sanction is only to be used as a result of a misdemeanour having taken place at playtime or lunchtime.

Children who miss playtimes are expected to complete a 'Reflection sheet' explaining the reason why they have been excluded from the playground and what they should have been doing instead.

## **Children "Beyond"**

A few children may be beyond normal incentives and sanctions and lunchtime policies. These children are unable to recognise the normal boundaries of behaviour. They are often unhappy, angry and suffering from low self-esteem. They may have basic emotional or physical needs which are not being met. They often feel they are incapable of being good so they do not even try. The usual systems for incentives and sanctions will not motivate these children. They are often afraid of their own behaviour and feel they cannot regain control. To help children break out of this negative pattern, a small achievable target should be set, with a motivating reward, so that they can experience success. This will be set in discussion with the SENDCO.

## **Individual contracting and de-escalation plans with the support of the SENDCO**

The system for monitoring the target behaviour will be agreed with adults and child. The normal sanctions will still apply for other unacceptable behaviour. The rewards given for achieving these targets will be kept separate from other sanctions when unacceptable behaviour occurs. This will ensure that the child's success in achieving the target is not undermined by other behaviours. In this way their self-image can be steadily enhanced. When any child reaches this stage the incidents will be logged by the school in case the child needs to be referred to outside agencies.

## **Physical support and Intervention (Team teach)**

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff that are trained in Team Teach techniques to support this.

Some, particularly younger children sometimes need to be guided by holding their hand to a place where they can become calm. Some younger children also need a cuddle or a gentle arm around the shoulder to calm them. Interventions above this level need to be noted on CPOMS.

However, it must be noted that all staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or young person or indeed any adult may be at risk. A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child or young person. Use of reasonable force is always a last resort.

All incidents involving the use of force will be recorded by staff involved as soon in the bound book and this is to be scanned onto CPOMS. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required.

## Monitoring

In order to help monitor the effectiveness of the Behaviour Policy we will review the application of the behaviour policy through observations and the scrutiny of behaviour logs.

This policy should be read in conjunction with the following policies:- Anti-Bullying, Safeguarding (including allegations against staff), Teaching & Learning, Equality, Complaints and Health & Safety.

## Appendix 1

### Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

**De-escalation is the act of knowing and recognising triggers that bring about undesired presentations and applying known/agreed or introducing distracting techniques to give the pupil time to gain self-control.**

**Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.**

**Remaining calm** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

**Processing time** - children need to be given the opportunity to make the right choice for themselves. Staff should give (sometimes time bound) instruction and then allow processing time for the child to act on the instruction e.g I am going to the quiet space and I would like you to join me there in one minute. I would like you to return to your seat, please, and begin your task - whilst staff work with another child and allow the pupil to choose to return to their seat. The instruction could be repeated once again as an order -please return to your seat, with processing time and a sanction can be imposed if the pupil does not follow the class expectation. Please note, knowing the child is key as different children will require different processing time. Follow the correct action immediately with praise stating why it is being given.

**Awareness of Space** – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to stand to the side of a child and drop to their level.

**Intonation and use of voice** - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly. Ask how the child is feeling and assign an emotion to it. E.g I see you are feeling red as you seem angry as you ran out of class. You will need to talk calming and give them the opportunity to regain control back to green. Some of our children with special needs may have a behaviour plan that may include access to a calm space included in the plan.

**Pacing and Chasing** – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

**Danger of harm to self or others** - introduction of a red card to 'call' for help. Red cards should be used to call senior leaders when either a child or an adult is at risk of harm. Send someone to reception desk/SLT office who will call for help.

## Appendix 2 Behaviour Ladder

Stage	Behaviour	Interventions and Consequences
1	<p>Low level inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> <li>calling out interrupting when the others are talking</li> <li>ignoring minor instructions</li> <li>making inappropriate noises</li> </ul>	<p><b>Apply positive strategies to encourage appropriate behaviours in line with the school's ethos eg</b></p> <ul style="list-style-type: none"> <li>catch them being good</li> <li>praise – happy face</li> <li>pre-empting the situation</li> <li>reminder of school expectations</li> <li>talking quietly to children</li> <li>restorative approaches</li> <li>give an object to fiddle with</li> </ul>
2	<p>Medium level inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> <li>petty theft</li> <li>persistent disruptive behaviour</li> <li>deliberately creating a disturbance</li> <li>general refusal to follow requests</li> <li>offensive language</li> </ul>	<p><b>Apply positive strategies and consequences to encourage appropriate behaviours in-line with the school's ethos eg</b></p> <ul style="list-style-type: none"> <li>class teacher to talk to parent and pupil</li> <li>record incidents/log to look for patterns and triggers – CPOMS</li> <li>give choice/expectation with timescale</li> <li>use visual timer</li> <li>lose time at lunch or break time</li> </ul>
3	<p>Higher level inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> <li>serious challenge to authority</li> <li>deliberately harming someone</li> <li>repeated refusal to do tasks</li> <li>harmful, offensive name calling</li> <li>continuing to leave the class without permission</li> <li>fighting and intentional physical harm to others</li> <li>malicious allegations against staff</li> </ul>	<p><b>Apply positive strategies and consequences to encourage appropriate behaviours in-line with the school's ethos</b></p> <ul style="list-style-type: none"> <li>Check for any underlying home issues.</li> <li>De-escalation Plan in place, referral to outside agencies for advice, strategies and interventions</li> <li>Record on CPOMS</li> <li>Response plan, highlighted outcomes, risk assessment and continuum involve parents in weekly monitoring of behaviour log</li> </ul>
4	<p>4 If strategies from number three do not have an impact then we move on to 4.            Serious inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> <li>Serious bullying – physical and emotional</li> <li>deliberately throwing objects with the intention of harming someone</li> </ul>	<p>Fixed term exclusion – length is dependent on the severity and frequency of the incident/s and the child's on-going behaviour and will increase as a response to serious and persistent inappropriate behaviour</p> <p>Principal (or Assistant Principal in their absence) needs to decide on the length of exclusion            Involvement of outside agencies and CAMHS</p>

	<ul style="list-style-type: none"><li>• repeated challenge to authority</li><li>• persistent refusal to follow instructions</li><li>• extreme danger of violence</li><li>• leaving school premises</li><li>• bringing banned substances or items into school</li><li>• Sexual assault</li></ul>	After 3 fixed term exclusions within a half term then permanent exclusion will be considered.
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## **Appendix 3**

### **Playtime and lunchtime expectations**

These expectations need explicit teaching at the beginning of each school year and children need reminding about them frequently.

- We expect all children to do as they asked by the adults on duty at all break times- this includes teachers, teaching assistants and midday supervisors.

There are guidelines to exemplify our school rules which all children must follow.

#### **General Guidelines**

- Be safe - Play in the defined area, and take care with the equipment.
- Be safe - Make sure an adult can see you at all times.
- Be safe - Children must only go inside to use the toilets and should not be in classrooms at all.
- Be kind - Play nicely and do not spoil other children's games.
- Be kind - Play sensibly with others, do not play rough games.
- Be Respectful- Be polite at all times.

#### **End of playtime**

- Be ready - A bell will be rung to signal the end of playtime.  
All children must stop playing, get down from equipment and wait quietly for instruction on the first bell and move to lines on the second.
- Be ready - When the class teacher is ready, they will lead the class into the building

#### **On the field**

- Be safe - Children must not attempt to go through the fence.
- Be safe - All children must remain in sight of the staff on duty
- Be Respectful – do not damage plants, trees or equipment.

#### **Rough play anywhere**

- Be KIND, SAFE and RESPECTFUL - Any rough play where children get hurt will result in the children concerned walking with an adult for the remainder of the playtime.



# The Shaw Law

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**READY** – We will be ready to learn. We will listen when others are speaking and respectfully follow instructions from adults.



**SAFE** – We will follow the Shaw Law as it keeps us safe.  
We will kindly and calmly try to sort out difficulties ourselves but accept support when needed.



**RESPECTFUL** – We will be respectful of each other and take care of God’s amazing universe.



*"For I know the plans I have for you declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future." Jer 29:11*