



MIDDLESEX  
LEARNING  
PARTNERSHIP



William Byrd  
PRIMARY ACADEMY

## Behaviour Policy

APPROVED BY:

PRIMARY LGB

DATE:

OCTOBER 2023

NEXT REVIEW DUE:

OCTOBER 2024

## **Behaviour policy and statement of behaviour principles**

William Byrd Primary Academy

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy
- Allegations of Abuse Against Staff policy
- Acceptable Use Policy
- Social Media Policy
- E-Safety Policy
- Staff code of conduct

It is the responsibility of the Head of School, together with the Lead Inclusion Professional (LIP) in the school to manage this policy. It should be reviewed bi-annually by staff and governors.

## **Appendices**

Appendix 1: Written Statement for Behaviour Principles

Appendix 2: STOP Poster for Bullying

Appendix 3: Choices and Consequences Flowchart

Appendix 4: Incident Report Forms (for use for staff with no access to online platform)

Appendix 5: Red Slip (for use for staff with no access to online platform)

Appendix 6: Green Slips

Appendix 7: Poster for 5 Guiding Powers

Appendix 8: Certificate Templates

Appendix 9: Classroom teacher behaviour for learning strategies

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## 1. Aims

William Byrd Primary Academy strives to provide a safe environment where children are able to achieve their full potential in all aspects of their learning. We will achieve this by creating a learning environment which is stimulating and challenging, inclusive and enjoyable. William Byrd aims to promote a sense of belonging to our school and local community.

At William Byrd we strongly believe in the power of giving children choices and consequences and allowing children time to make the right choices. Through consistent delivery of appropriate consequences, children are encouraged to make positive choices which benefit their learning.

With the overall aim of;

- Creating an atmosphere of mutual caring and respect in which successful learning through effective teaching takes place;
- Developing for **all** learners a positive sense of self-worth, self-discipline and an acceptance of responsibility for their own actions;
- Ensuring an appropriate respect for our environment;
- Encouraging **all** learners to listen to, and have respect for, the viewpoint of others,

This policy aims to;

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Outline how pupils are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and sanctions.

## 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

As part of a multi-academy trust, this policy is also based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with Middlesex Learning Partnership's funding agreement and articles of association.

### 3. Definitions

**Good Choices:** These refer to any action or attitude that conform to the reasonable expectations of the school community, or demonstrate a pupil making a concerted effort to improve previous poor choices. Good choices are defined by a clear adherence to the Guiding Powers.

**Poor Choices:** These refer to incidents and occasions when individuals behave in a way that is not aligned with the five Guiding Powers, preventing the learning of themselves and others, or lowering the reputation of the school.

**Consequences:** These refer to an action that occurs as a result of an escalation of, or a severe, poor choice. These are decided by a combination of pupil, class teacher, witnessing adult, and the relevant member of the senior leadership team, depending on the age of the pupil and the nature and severity of the incident.

**Low-level:** Refers to poor choices that are insignificant as stand-alone incidents, but cumulatively create consistent disruption to the flow of the learning.

**Moderate:** Refers to incidents that are not in line with the guiding powers and are a reason for a warning or escalation to the next step of the Consequences & Choices chart.

**Severe:** Refers to incidents of a nature that require direct action and outside of the scope of the Consequences & Choices chart.

Moderate Behaviours (those that result in a move down the Choices & Consequences chart (Yellow card))	Examples of Severe behaviours (Red card)
<ul style="list-style-type: none"> <li>• Bickering or unkindness</li> <li>• Calling out/Rudeness</li> <li>• Chewing gum or eating in class</li> <li>• Damaging equipment or property</li> <li>• Distracting others</li> <li>• Failing to follow instructions</li> <li>• Inappropriate language</li> <li>• Inappropriate response to a warning or request</li> <li>• Talking when lining up (if asked not to)</li> <li>• Leaving seat without permission</li> <li>• Running or shouting in the corridor</li> <li>• Off-task chatter</li> <li>• Physical contact</li> <li>• Refusal to work</li> <li>• Talking over a teacher or student</li> <li>• Throwing an object (dependent on object)</li> <li>• Swearing</li> </ul>	<ul style="list-style-type: none"> <li>• Highly abusive, sexualised, racist or offensive language</li> <li>• Highly dangerous, threatening or violent behaviour, including sexualised violence</li> <li>• Sexualised harassment, both verbal and physical</li> <li>• Any form of bullying</li> <li>• Repeated disruption to learning after warnings given (at teachers' discretion)</li> <li>• Behaviour that puts the school name into disrepute (inside/outside of school)</li> <li>• Vandalism</li> <li>• Theft</li> <li>• Bringing in prohibited items to school (see Appendix 10)</li> <li>• Fighting</li> <li>• Repeated/ consistent yellow card behaviours</li> </ul>

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At William Byrd, we also reinforce the acronym STOP to describe bullying: Several Times On Purpose; alongside the recommended response to guide students: Start Telling Other People. Bullying is viewed as an indicator of safeguarding or pastoral concerns for the bully as well as the victim. See Appendix 2 for STOP posters.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **5. Roles and responsibilities**

### **5.1 The Local Governing Body (LGB)**

The BOARD OF TRUSTEES is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

### **5.2 The Head of School**

The Head of School is also responsible for reviewing and approving this behaviour policy. He/she will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor choices; and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

All staff are responsible for:

- Creating a safe and stimulating learning environment
- Creating a positive climate for learning
- Treating all students, colleagues and families with courtesy and respect and communicate effectively
- Asking for support when needed
- Being aware of, and taking some responsibility for, any behaviour-related areas of professional development, as required
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 15 for Behaviour Log)

The senior leadership team will support staff in responding to behaviour incidents and concerns, and will ensure incidents are properly reported, recorded and acted upon.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct through the five Guiding Powers, and engage positively with them in sharing their experiences at school
- Follow the schools' complaints procedure and share concerns' constructively
- Strive to ensure students' attendance is good (above 95%)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

At William Byrd Primary Academy, we have high expectations for all children with regards to behaviour and attitude, and these are captured in our five 'Guiding Powers'. These attributes and expectations are an expectation not only for **all** students, but also for all members of the community. This applies to all staff, who are expected to be role models demonstrating the powers at all times. We also expect families, visitors and other members of the community to adhere to these. As a school, our pupil code of conduct therefore applies to **all members of the community**.

Our Five 'Guiding Powers' underpin all expectations and justifications for pupil reward and recognition. When students lose sight of one or more of the Guiding Powers, and do not act in ways that are aspirational, respectful, cooperative, resilient, and curious, our Sanctions Flow Chart lays out next steps and consequences that staff can implement. These will differ depending on the location and severity of each incident.



Pupils are expected to adhere to William Byrd's five Guiding Powers:

### **We are kind and respectful (Kind)**

Pupils should be respectful to school staff, visitors, one another, and school property. This includes considering how our action around school may affect the learning of others; for example, in moving quietly around the school.

### **We are curious and ready to learn (Curious)**

Pupil should display positive and pro-active behaviour for learning. This should take place both in and out of the classroom, and should be modelled also through their respect for the learning space and time of other students.

### **We are resilient and learn from our mistakes (Resilient)**

Pupils accept sanctions and consequences when they are given, and use warnings or periods of reflection given to learn from their mistakes.

### **We cooperate and work together (Cooperate)**

Pupils cooperate in their class work, at lunch and break times, and with staff, visitors and community members as well as with one another. Positive and curious behaviours for learning underpin the interactions, negotiations, reconciliations, and compromises pupils engage in daily.

## **We aspire to be the best we can be (Aspire)**

This includes the expectations that all pupils are proud members of our William Byrd community; as part of this, pupils should be wearing the correct school uniform and expectations of behaviour extend to when outside of school.

The language around the Guiding Powers is used by adults and children when addressing pupil strengths and successes, and when reminding students that these have not been demonstrated. These also underpin our Character Curriculum, Wellbeing, Citizenship lessons and assembly topics.

Every class in Years 1 to 6 collaboratively drafts, edits, and signs a 'Class Charter' based on the Guiding Powers. This is displayed at the entrance to every room and is referred to in promoting and modelling good choices. These are based on positive, cooperative and achievable statements and emphasise what students do, rather than what they will not do.

If a child makes a poor choice in class, then staff are expected to follow the Sanctions Flowchart. This chart lays out consequences that staff can implement for different severity of incidents.

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

#### **Rewards**

We use a system of rewards to encourage and promote good choices.

Positive, verbal praise and positivity is the primary approach; students are expected to be extrinsically motivated to achieve the best, motivated by the positive climate for learning and quality first teaching. Some strategies for this include:

- Proximity praise (drawing attention for an individual or group of pupils displaying a desired behaviour)
- Tactical ignoring (reinforced by proximity praise of others)
- Specific praise (recognising specific behaviours and celebrating these)
- Celebrating learning behaviours seen with the whole class at key opportunities (through role-modelling, teacher-allocated talk partners or groupings, or mini-plenaries)

In order to reinforce and recognise what good choices look like, adults will strive to celebrate and identify the goal behaviours of the William Byrd child.

Examples of 'celebrating the behaviour, not the child':

<b>Effective</b>	<b>Not effective</b>
I like the way you...	Good boy/girl
It's great that you...	Well done.



I appreciate that you...	Awesome!
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### *Guiding Powers Certificates (Years 1-6)*

Pupils who have excelled in demonstrating one or all of the Guiding Powers are recognised with certificates during a weekly assembly. At the end of term, one pupil in each class will also be awarded the Outstanding Achievement of the Term certificate.

### *Class Dojo points (Years 1-6)*

All class teachers should have a page set up for their class for Class Dojo. Class teachers manage this page, and make sure any dojos handed out by other teachers are also logged here. Teachers set up their class with a minimum of two Dojo point to reflect each of the Guiding Powers. They may wish to add additional ones or categorise within this, or award additional/double dojos for a GP that is a core focus for the week. Class Dojo should be open and accessible in all lessons. For teachers not based in class, dojo tokens are used, and students must be clear about which GP they were recognised for when feeding this back to the class teacher.

Pupils can earn dojo certificates and prizes. Each half term, the dojo count is set to 0 for each child. They then work to earn 100 dojos in a half term. All children who do earn 100 dojos in a half term will have time out of class doing an activity such as making a campfire and toasting marshmallows, having a water fight, movie and popcorn, or parachute games run by SLT.

In addition to this, each week class teachers will tell the class who in their class has the most, second most and third most dojos and these will be highlighted on a poster in each classroom.

### *Green slips (Years 1-6) (See Appendix 6)*

Students can earn green slips for using kind words and helping others in the playground. SMSAs, LSAs and Class Teachers should be handing out as many green slips as possible to reinforce good behaviour. These are then deposited in one of two 'Green Slip Post-boxes', and the class teacher is also informed if they are not already aware. This good news should be shared with parents. Each year groups' slips are gathered together, counted up, and 1 is selected at random to choose a prize from the prize box.

### *Red slips (Years 1-6) (See Appendix 6)*

When children make poor choices during lunchtime, they are issued with a red slip which details which guiding power they have broken. These are given to their class teacher at the end of lunch time and children will move down on the behaviour chart. When children make poor choices at lunch, they are initially given a verbal warning. If the child continues to make poor choices, they will be given a time out in the playground by the SMSA. If the poor choice is a red card, the SMSA will bring the child to the YG SLT lead to set a consequence/ complete the reflection. A discussion between staff and student must take place, calmly, before a red card is issued (consequence). Staff on duty should make effort to de-escalate minor situations, be proactive in their play, look out for concerns, and speak to children about what has gone on before they issue a red card.

### *Daily Celebration Certificates/Good News Notes (Whole School) (See Appendix 8)*

In class, teachers regularly award mini-certificates for daily achievements for: effort in Phonics (or other subjects as selected by year group leader), wearing their uniform with pride, reaching Platinum (linked to Choices & Consequences Chart). Teachers may supplement these or create internal systems linked to these, and the good news should be shared with parents. HLTAs and specialist teachers also award these.

### *Consequences and Choices Chart (Whole School)*

Children start every day on 'Good Choices' and move up and down throughout the day according to their behaviour. For a move down the chart, a non-verbal and a verbal warning is required. The focus is on celebrating and moving pupils to Gold, and if they are on Platinum at the end of the day, they receive 5 dojos, silver = 3 dojo, bronze= 2 dojos. If students make choices that do not reflect the Guiding Powers and ignore warnings given, they progress down the chart. A child reaching 'Consequences' will then follow the flowchart of sanctions depending on the incident and whether or not this has occurred before.



### *Informal and personalised/class-specific approaches*

Other forms of positive praise are used to motivate and encourage pupils. Stickers, class jars, and most importantly, verbal recognition of the behaviour, not the child, are all used. We make explicit the guiding power we have seen and highlight to the children how their actions benefit themselves and others. In Early Years, a jar is used to collect individual items (that may change depending on the time of year or pupils; current interests) e.g. monsters, conkers, pebbles. A child can earn an item for the jar for a particularly special achievement – a fantastic piece of learning or

demonstration of the guiding powers. When the jar is full, the whole class earns a shared treat, such as a local off-site visit, or a unique learning project or experience.

### Sanctions

Verbal recognition and identifying of good choices is mirrored by verbal recognition of poor choices. Again, William Byrd staff are expected to make clear what behaviour was poor, and to criticise the behaviour rather than the child.

Before enforcing any sanctions, teachers should consider and make sure the following are in place (as required):

- Talk partners allocated by teacher
- Appropriate carpet/table groupings or a seating plan
- Appropriate pitch/challenge; are pupils disengaging if they are bored or demotivated?
- Support for those who need it as required
- Monitors and in-class responsibilities
- Systems for transitioning between activities
- Class charter drafted, signed and displayed
- Dojos displayed
- 5 Guiding Powers displayed
- A calm, quiet, decluttered, learning environment
- Positivity and tactical ignoring from all members of staff
- Arrangements made to support pupils with SEND, particularly where a SEMH need may affect a pupil's attitude to learning

### **The Consequence Chart**

This chart is displayed in all lessons and underpins both rewards and sanctions. Informal verbal or eye contact warnings should be used before escalating to a formal 'Warning', but when this is necessary it should be indicated on the consequence chart. Teachers will strive to support students to reverse the direction; a second warning should not be given as a consequence of a reaction to the first warning; students may need a cooling off period, and an adult should speak to them quietly about how they can turn their behaviour around before escalating. Every opportunity should be made to return the student to 'Good choices' as soon as possible.

### **Pastoral Support**

At William Byrd, our staff know that so-called 'bad behaviour' is almost always an indicator of an underlying academic, social, emotional or even physical need. Through close monitoring and staff collaboration, we aim to identify where students require additional support to help them attain positivity in their learning and social behaviours. Through our Pastoral and Inclusion Teams, we will identify a need for early help, assessment or specialist intervention. Any teacher wishing to raise an ongoing concern should speak directly to their Year Group Leader, who will raise at weekly briefing with Pastoral Manager in attendance.

### **Red and Yellow Cards**

If a student reaches 'consequences' then the teacher will need to decide whether it is a 'red' or a 'yellow' card offence. A series of yellow card offences may result in a red card consequence, but this is at the teacher's discretion. If a student gets a yellow card, they need a time out (either on a time out bench at lunch/break, or in the YGL's/parallel classroom). Following a yellow card, a reflective action must take place; either a sincere letter of apology, or a reflective form indicating what has happened to be sent home to parents and signed. The adult issuing the yellow card/time out will need to log on Safeguard (Smoothwall) that this has taken place.

Following a red card, pupils are instantly sent to the YGL or YG SLT lead, but the issuing adult will still need to record and notify class teacher, year group leader, and designated YG SLT member. A red card incident requires the student to complete the reflection form and/or having associated thinking time. For younger pupils, this task can be a guided one and the form may be scribed by an adult but using the child's words. To make up for lost curriculum time, or if the incident happened towards the end of break or lunch, they will need to spend break time the next day with the duty member of SLT to complete the missing work or hold a reflective or restorative conversation. The class teacher is responsible for following up with the parents. If this happens 3 times, the YGL will arrange a formal meeting with the parents, and decide on a follow-up action/consequence with the family. If five red cards are given, a parent meeting with the associate member of SLT and a further follow-up action is required.

Consequences set by SLT might include: internal exclusion (1-3 days); external exclusion; restorative action; going on SLT report to monitor.

A series of example letters can be found in Appendix 14.

### **Safeguard Smoothwall Behaviour Incident reporting**

In line with our Safeguard concern reporting, the behaviour incident function on Smoothwall's Safeguard monitor is used to record all 'red card' incidences of misbehaviour, such as disruption, bullying, etc. Behaviour 'categories' must be logged. The reporting adult can then detail/describe the incident, but must begin every incident with the date/time/ location of the incident. The issuing adult will also here need to notify the class teacher, year group leader, and designated YG SLT members. For staff who do not have direct computer access, a pink incident form must be completed and submitted to the Welfare Officer, who will personally submit on Smoothwall but indicate who it is 'On behalf of:' underneath the location. No pupil should be sent to SLT or the Pastoral Manager without recording the incident on Safeguard.

### **Resolution Meetings script and staff guidance (Upper KS2 only, as appropriate)**

Sometimes, a resolution meeting may be held between pupil and adult. Depending on the incident, this may be held with the year group SLT lead, the YGL, the class teacher or a combination of these. These may be held during a missed break or lunchtime, or immediately following an incident. The purpose of the resolution meeting is to help students to understand why their behaviour was not acceptable and the impact that it has on others. Research has shown that a question-led restorative approach is more likely to lead to lasting insight for pupils than simply being informed. It is not to 'tell off' students or insist on an apology but it is important for students to accept and understand why their behaviour was not acceptable.

A full restorative meeting script can be found in Appendix 13.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. All staff are aware of the risks and assume that sexual harassment, online abuse and sexual violence are happening in and around school, even when there are no specific reports of it.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **7.4 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy, treating the incident as either a 'red' or a 'yellow' card.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy, treating the incident as either a 'red' or a 'yellow' card.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class charter, the five Guiding Powers, and their own classroom rules (if applicable)
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines and timetables
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Being in clear about how they manage low-level disruption
  - Using positive reinforcement

### **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others

Incidents of physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Appendix 15 for a behaviour log)

### 8.3 Confiscation

**Any prohibited items (listed in Appendix 10) found in pupils' possession will be confiscated.**

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents after discussion with senior leaders and parents, if appropriate.

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

If children in Year 5 and 6 bring mobile phones into school, they are immediately turned off and stored securely away in a box in their classroom and then handed back at the end of the day.

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

For some students, individualised provision can be made and shared to ensure heightened support to curriculum access. These may include, but are not limited to:

- An individual reward chart and accompanying rewards
- A personalised visual timetable or 'Now and Next' board
- An established system of home-school communication
- Fidget toys, ear defenders, sensory toys
- A workstation or time out space specific to that child
- The use of a sand timer or easi-timer to manage transitions and timings

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Where a pupil requires a plan to enable the school to best support their individualised needs, this will be drafted by class teacher, SENDCo, pastoral manager, and, where appropriate, the Deputy Head with responsibility for Inclusion. Where there are known triggers or safety risks linked to a pupils' behaviour, this may also be accompanied by a pupil Risk Assessment. Please see Appendix 12 for an example behaviour plan).

### 8.5 Safeguarding



The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. For students' with special educational needs or disabilities that require them to need additional time and focus on this, a transition book may also be drafted and shared with them; and new teachers or LSAs will spend time in the pupils' former class.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **10. Training**

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development, through regular staff updates and targeted training.

Ongoing and regular staff training on all aspects of quality first teaching also highlights the importance of, and how to create, a positive climate for learning.

As and when required, staff may also receive restraint training, using a positive handling approach that teaches last-resort system of safe holding techniques.

A staff training log can be found in Appendix 16.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Head of School and LGB annually. At each review, the policy will be approved by the head of school.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the LGB annually.

## 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, sanctions 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

Please also refer to Equality Objectives.

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

## Appendix 2: STOP Poster for Bullying



The poster is titled 'STOP Poster for Bullying' and features a dark blue background with white and red text. It is divided into three main sections: 'WHAT is Bullying?', 'WHEN is it Bullying?', and 'WHO can I tell?'. The 'WHAT' section defines bullying as hurtful behavior that is repeated frequently. The 'WHEN' section uses the acronym 'STOP' to define bullying as behavior that is 'S E V E R A L', 'T I M E S', 'O N', and 'P U R P O S E'. The 'WHO' section lists people who can be told about bullying: Teachers, Parents, A friend, Buddies, Lunch time staff, and Any other staff. Below these sections, there is a large red handprint graphic with the text 'DON'T IGNORE IT' underneath it. To the right of the handprint, the text 'START TELLING OTHER PEOPLE' is written in large, bold, white letters. At the bottom right, there is a photograph of a young boy and a woman, likely a teacher, looking at each other.

**WHAT is Bullying?**  
A bully is someone who hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. This behaviour is repeated frequently.

**WHEN is it Bullying?**  
**S** E V E R A L  
**T** I M E S  
**O** N  
**P** U R P O S E

**WHO can I tell?**

- Teachers
- Parents
- A friend
- Buddies
- Lunch time staff
- Any other staff

**BULLYING CAN BE:**

**EMOTIONAL**  
Hurting people's feelings, leaving you out

**PHYSICAL**  
Punching, kicking, spitting, hitting and pushing

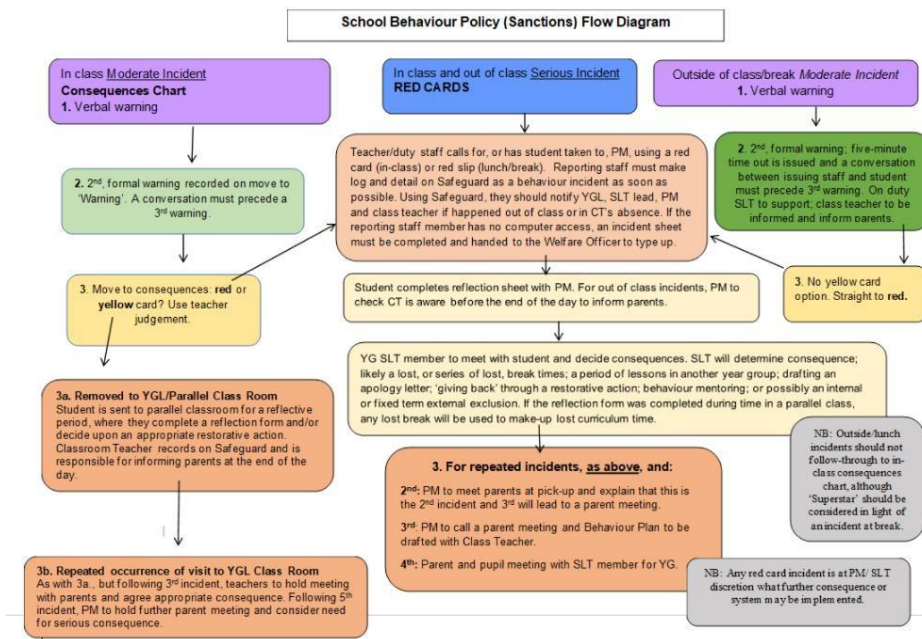
**VERBAL**  
Being teased, name calling

**CYBER**  
Saying unkind things by text, email and online

**START TELLING OTHER PEOPLE**

**DON'T IGNORE IT**

## Appendix 3: Choices and Consequences Flowchart



## Appendix 4: Incident Report Forms (for use for staff with no access to online platform)

**Incident Form**  
4016 - 2020

**William Byrd**  
School

CARE LEADER	Class	Date	Time	Lesson/Activity
Name of person completing form:				
Reason child moved to:				
Warning				
In class consequence given:				

Reason for completing Incident Form:

Unpleasant to peers	Damage to school property	Persistent refusal to follow instructions	Physical (towards peers)	Physical (towards adults)
Brief description of incident (please include details leading up to incidents, e.g. known triggers)				
Other pupils involved:				
Other staff involved:				
Which YGL do you refer this to?				

Action taken by YGL	Action taken by member of SLT	Action taken by Head of School
<input type="checkbox"/> Discussion with pupil <input type="checkbox"/> Work completed at break/lunch time <input type="checkbox"/> Loss of break time/lunch time <input type="checkbox"/> Referral to Pastoral Team needed <input type="checkbox"/> Parents/carers informed <input type="checkbox"/> Need to refer to CHRT	<input type="checkbox"/> Need to refer to Head of School?	
SLT Signature: _____	Date: _____	Logged entry emailed to CT: _____

## Appendix 5: Red Slip (for use for staff with no access to online platform)

Child's name	Class
Reason (please circle)	
<input type="radio"/> Swearing <input type="radio"/> Other obscene or inappropriate (adult) language	<input type="radio"/> Fighting <input type="radio"/> Unkind behaviour <input type="radio"/> Other (please detail on reverse)

Appendix 6: Green Slips

Child's name		Class	
Name of adult			
Showed kindness on the playground			
Helping others	Using kind words	Including others in their play	Taking turns and sharing
Other			

Appendix 7: Poster for 5 Guiding Powers

5 GUIDING POWERS


We are **KIND** and **RESPECTFUL**

We are **RESILIENT** and learn from our mistakes

We are **CURIOUS** and **READY** to learn

We **COOPERATE** and work together

We **ASPIRE** to be the best we can be

 William Byrd  
PRIMARY ACADEMY

## **Appendix 8: Certificate Templates**

Daily Notes:



Guiding Powers:



## Appendix 9: Classroom teacher behaviour for learning strategies

PENDING

## Appendix 10: Prohibited items

Possession of the following items in school is prohibited:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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)

## Appendix 11: Reflection Form

<p><u>Student Reflection</u></p> <p>Name: _____ Class: _____</p> <p>Adult involved in incident: _____ Date: _____</p> <p><small>You have been given reflection time from the class to think about your behaviour and where it is taking you. It is your job to spend time, alone or with help, on how to make better choices for the future.</small></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>What happened before you made a poor choice?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Describe the poor choice, or choices, that you made.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Can you think of a point where you could have changed the direction of your behaviour before you received a red or yellow card? What could you have done?</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>How do you feel your behaviour affected others?</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Which Guiding Power did you lose sight of today?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Would you like someone to help you plan how to improve your behaviour in future?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If "yes", who would you like to help you?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>List three things you could do or think to avoid this happening again.</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> </div> <p><small>Please take this to be signed by the following people to check they know you are trying to improve your behaviour:</small></p> <p>Student: _____</p> <p>Teacher: _____</p> <p>Deputy or Assistant Head: _____</p> <p>Parent/Guardian: _____</p>
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## Appendix 12: Behaviour Plan



BEHAVIOUR PLAN - UPDATED PUPIL NAME: STUDENT A CLASS: YEAR GROUP:
<p>Date of birth:</p> <p>Date plan starts:</p> <p>Date of next review:</p> <p>Goal: For Student A to complete tasks set by an adult.</p> <p>For Student A to do this:</p> <ul style="list-style-type: none"> <li>Staff will simply language and use <b>Wiggle/PECS</b></li> <li>He/she will be offered choices between one of two activities</li> </ul> <p>Goal: Student A to use verbal or picture prompts to gain adults' attention.</p> <ol style="list-style-type: none"> <li>Model this/her in small interactions, and explain clearly that you don't like being touched, and that you can use your cards to show this/her</li> <li>Use visual symbol and word cards (PECS)</li> </ol>
<p>Medical conditions/needs:</p> <p>SEMH/CAJ</p> <p>Staff working with this/she pupil:</p> <p>Student A has been allowed to say he/she will not do something when asked, and there have been instances where his/her insisting on going home early has given him/her his/her way. In order for this/her to be avoided, school will be clear on their parameters. If Student A is to complete his/her work, or complete a time out, we aim for this/her to happen before he/she leaves, even if he/she ends up taking this/her work away with him/her or completing his/her time out with parent present.</p> <p>Student A needs strategies and resources implemented and introduced gradually, rather than all at once.</p> <p>Student A is not coping well with being told 'no'. He/she is returning to an 11am finish, and his/her timetable and routine will remain as consistent as possible. Class teacher will build in opportunities to establish now and next and choices to deescalate small situations, and Student A will be praised for 'making good choices'.</p>
<p><b>Challenging behaviour:</b></p> <p><b>What does it look like?</b></p> <p>Not following instructions and hurting people</p> <p><b>What triggers it?</b></p> <p>Not liking his/her learning</p> <p>Not being engaged by his/her learning</p> <p><b>Strategies for positive behaviour:</b></p> <p><b>How do we maintain positive behavior?</b></p> <ul style="list-style-type: none"> <li>Phrases to use</li> <li>Rewards, motivator</li> </ul>
<p><b>Targets</b></p> <p><b>What are we working towards?</b></p> <p>Student A accepting a staff member's decision</p> <p><b>How do we get this right?</b></p> <p>Strategies for communication taught and modelled explicitly</p> <p><b>Early warning signs</b></p> <p><b>How do we prevent an incident?</b></p> <ul style="list-style-type: none"> <li>What to look out for:</li> <li>How to respond (reminders, alternative environment)</li> </ul>

BEHAVIOUR PLAN - UPDATED PUPIL NAME: STUDENT A CLASS: YEAR GROUP:
<p><b>Reactive strategies</b></p> <p><b>How do we diffuse this/she situation?</b></p> <ul style="list-style-type: none"> <li>What to do and what not to do</li> <li>Phrases to use</li> <li>Calm techniques</li> </ul> <p>Low level:</p> <p>Next level:</p> <p><b>At what stage should another member of staff be informed? Who should this/her be?</b></p>
<p><b>Support after an incident</b></p> <p><b>How do we help this/she pupil reflect and learn from this/she incident?</b></p> <p><b>Is there anything that staff can learn about working with this/her pupil?</b></p>
<p><b>Agreement:</b></p> <p>Parent name:</p> <p>Parent signature:</p> <p>Date:</p>
<p>Staff name:</p> <p>Staff signature:</p> <p>Date:</p>
<p><b>BEHAVIOUR PLAN - UPDATED PUPIL NAME: STUDENT A DHAWAN CLASS: 4T YEAR GROUP: 4</b></p>
<p><b>Skills and Talents</b></p> <p>Great at construction</p> <p>Can recall multiplication facts for 2x</p>
<p><b>Achievements</b></p> <p>Has been able to play alongside peers without becoming aggressive</p> <p>Has made at least 3 friends</p> <p>Has completed a given task when directed by an adult</p>
<p><b>Likes</b></p> <p>Colouring and making lists</p> <p>Playing with Lego</p> <p>Talking about family</p>
<p><b>Dislikes</b></p> <p>Being told 'no'</p> <p>He/shearing other children be praised or called superstar in particular.</p> <p>Not feeling included and involved with his/her class.</p>
<p>Log of incidents:</p>

## Appendix 13: Restorative Script

The questions below do not need to be used verbatim or in the same order.

Key Question	Notes
What happened?	<ul style="list-style-type: none"> <li>This question is designed to establish the facts and iron out any inconsistencies between perceptions of what happened. It is important for students to be clear on the facts if the rest of the meeting is to be successful.</li> <li>It is a good idea to just let the student talk if they are happy to – refrain from challenging until they have given their whole account.</li> </ul>
What were you thinking/feeling at the time?	<ul style="list-style-type: none"> <li>Understanding and reflecting on feelings can help students to recognise them in future and respond more effectively.</li> </ul>
What have you thought about since?	<ul style="list-style-type: none"> <li>Reference to the reflection sheet may help here.</li> </ul>
Who has been affected by what you have done anyhow?	<ul style="list-style-type: none"> <li>Ensure that students understand the impact on other students and also themselves.</li> </ul>
How will you respond in a similar situation next time?	<ul style="list-style-type: none"> <li>It is worth providing advice on how to deal with these situations if they are short of ideas.</li> </ul>
Which Guiding Power might have	<ul style="list-style-type: none"> <li>Students may need examples or guidance in making sense of the 5GP's in these scenarios, but the emphasis here should be</li> </ul>



helped you through this situation?	on the positives and resources to have ready for next time rather than self-criticism of what they didn't do well this time.
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## Appendix 14: letters to parents about pupil behaviour - templates

### First behaviour letter

Dear Parent/Carer

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them. They have completed a reflection form, which I would like you to sign and return to me.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_

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-

### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

\_\_\_\_\_

Parent name:

\_\_\_\_\_

Parent signature:

\_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear Parent/Carer

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct despite measures put in place.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Third behaviour letter

Dear Parent/Carer

I am sorry to report that, despite meeting and creating a behaviour plan, \_\_\_\_\_ has continued to make poor choices resulting in repeated moves to the consequence chart.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 15: Behaviour Log (following Behaviour Plan)

<b>Log of incidents:</b>			
<b>Date</b>	<b>Description of behaviour</b>	<b>Suspected trigger for incident</b>	<b>Action taken</b>
<b>IBP evaluation and next steps:</b> How effective is the/she plan? Record suggestions to be considered when this plan is reviewed.			

**Appendix 16: staff training log**

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE