



Behaviour Policy 2020-21

Yew Tree Primary Academy
The Avenue
Halewood
L26 1UU

DREAMBIG

Determined – Resilient – Empowered – Adventurous – Motivated – Beautifully Behaved – Inclusive – Generous

Policy for School Behaviour

Principles

In our school we believe that our policy on behaviour is integral to the curriculum because it is as important for our school to be a place where values are learned as well as knowledge and skills.

We believe that the success of this policy is the development of positive relationships in minimising conflict and encouraging desirable behaviour. Equal importance is placed on child: adult relationships and child: child relationships.

We aim to ensure consistent practice across the school which creates a caring and respectful ethos ensure consistent practice across the school which creates a caring and respectful ethos, where all members of the school community feel confident and valued and where all children behave in an acceptable manner at all times of the school day.

Staff, children and governors have agreed a set of principles which promote behaviour. These principals are underpinned by our values of Determination, Resilience, Empowered, Adventurous, Motivated, Beautifully Behaved, Inclusive and Generous #DREAMBIG.

1. We believe that with every right comes a responsibility.
2. When each of us take responsibility for what we do, we make our school a better place.
3. We believe that 'we are what we do' and together we can make big changes to our school, our community and our world.
4. We believe that all children and adults have the right to be listened to and the responsibility to listen to others.
5. We believe that all children have the right to learn and all staff have the right to teach.
6. We promise to support, praise and reward good behaviour.
7. We will be fair and consistent when we apply sanctions for poor behaviour choices.
8. We believe that adults who work in our school should model good behaviour and should never denigrate children or colleagues.
9. We will promote positive behaviour by helping children to develop their social, emotional and behavioural skills.
10. We will keep parents informed about their child's behaviour, positive as well as negative.
11. We will consult children, staff, parents and governors about our behaviour policy.
12. We will not tolerate violence or threatening behaviour by pupils or parents.

Our school Golden Rules underpin these principals. The policy seeks to reach a balance between rights and responsibilities, rewards and sanctions. Bullying behaviour will not be tolerated and is covered by our Anti-Bullying Policy.

Our 'Behaviour Agreements' highlight expectations of the school, parents and pupils. These are then signed by all three parties. This policy is designed to impact positively on learning and teaching which will therefore raise standards of behaviour and achievement.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Core Beliefs

We believe that self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. This means children are expected to treat each other and the school staff with respect because they know this is the right way to behave.

Everybody has the right to be treated with respect.

At the core of our values is our Golden Rule:

“We treat others how we want to be treated”

Our behaviour management system underpins this ethos and helps children develop an understanding of how their actions affect others. Children who bully others are in breach of our golden rule and are not treating their peers with respect. Children who are bullying need to learn different ways of behaving.

Respect has to be given in order to be received. We believe that parents and carers, pupils and teachers all need to operate in a culture of mutual regard.

Our Behaviour Policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and Disabilities (SEND).

When formulating this policy, we reflected on ten aspects of school practice that, when effective, contribute to the quality of pupil behaviour:

- a consistent approach to behaviour management, teaching and learning;
- school leadership;
- classroom management, learning and teaching;
- rewards and sanctions;
- behaviour strategies and the teaching of good behaviour;
- staff development and support;
- pupil support systems;
- liaison with parents and other agencies;
- managing pupil transition; and
- Organisation and facilities.

By recording details of children’s behaviour, we are able to monitor and identify children whose behaviour is of concern or children showing emerging behaviour trends. In these situations the School will:

- ensure staff follow through issues with pupils indicating what must be done to improve;
- ensure that staff discuss with parents the school’s concerns and agree a common way of working to help pupils make improvements to their behaviour; and
- Establish the best way of communicating with parents and provide regular feedback on the progress being made.

Home School Agreement

We have a Home School Agreement at Yew Tree Primary and we ask each child (if appropriate), family and teacher to sign this agreement. At Yew Tree Primary we recognise that the education of the children is a shared venture between the staff, parents and children themselves.

Yew Tree Primary Behaviour System

We promote good behaviour by:

- Offering a broad, balanced and rich curriculum that is well organised, exciting and disciplined.
- Understanding that interest, enthusiasm, opportunities for creativity and quality first teaching underpin all behaviour in school.
- Being aware of the language we use and using language to challenge behaviour in a careful and considered way.
- Supporting children in and expecting them to repair and restore situations where their behaviour has caused damage, upset or disruption.
- Teaching and modelling appropriate and respectful behaviour in school.
- Teaching children how they learn and how to show good learning behaviour.
- Following procedures that are consistent throughout the whole school and are fully understood by children, teachers, parents and non-teaching staff.
- Challenging and sanctioning poor behaviour.

General Good Behaviour Expectations

The children and staff should move around the school quietly without rushing. They should be polite and have respect for other people and their surroundings.

In the Classroom

The children should be:

- a. Tidy
- b. Industrious
- c. Respectful
- d. Attentive
- e. Co-operative
- f. Courteous

However, our aim is to avoid linking 'good' behaviour simply with compliance or being quiet. Positive learning behaviour includes a level of engagement and an enquiring, lively mind.

Assemblies

The children should enter and leave the hall quietly
The children should respect and say the school prayer

Lunchtime

The children should enter and leave the hall/classrooms quietly and be supervised by an adult

Movement

Safe movement is essential inside and outside the school.

Walking, not running, is required at all times inside the school building.

The children should walk on the left-hand side of the stairs in single file, at all times. Prefects are in place to support all pupils, but Key Stage Two pupils in particular, to ensure good behaviour.

Good Manners

Good manners should be insisted upon at all times.
Children who set a good example should be routinely praised.

For some children an individual approach is taken and for more serious issues an instant consequence is given and parents informed.

Rewarding Good Behaviour

Daily:

Staff will support children in sharing good examples of effort, achievement and behaviour with the Principal or to our school Behaviour Lead/Assistant Principal. Children will receive extra praise, stickers or even a note home. We are very proud of our children and encourage them to be proud of themselves and their achievements too.

Weekly:

During assembly 'Star of the Week' will be announced, for exceptional work, attitude or behaviour and the children will receive a certificate, which they can take home, and we will also have Writing and Maths stars (one per fortnight).

Each week one person will be chosen to receive the Principal's Award which will be awarded during Friday afternoon's Celebration Assembly. The person chosen will have demonstrated our school values or have shown excellent manners throughout the week.

We also celebrate our 'Amazing Class Attendees' and other great news of achievements in school or in outside activities. All of which you will find on our school newsletter.

Sanctions

As part of our 'Good to be Green' approach, every child starts the day on Green and the aim is to stay green all week. As a reward for this children are allowed to choose from a range of activities for a short period after assembly each Friday.

For children who choose not to respond to our positive behaviour approach, there will be a series of sanctions, as outlined below. It is important that sanctions are applied consistently throughout the school. A careful distinction must be made between minor and serious issues.

Serious incidents would include eg:

- Behaviour by a child which endangers the child or others;
- Defiance of a teacher or other responsible adult;
- Deliberate destruction of property;
- Bullying;
- Intolerance towards minority groups

Should any child act in one of these ways, the Principal would be informed immediately and appropriate action would be taken. The Principal would take into account the circumstances of the individual child. If parents have previously been invited into the school to discuss the unacceptable behaviour of the child, or the adverse behaviour is sufficiently serious, then the Principal would consider excluding the child.

Exclusions

Internal Exclusion

In extreme cases a child will be excluded from their class and their peers for the length of time of the exclusion. During dinner and playtime the child is kept away from peers. The child is sent to another class and is sat away from the children in their class. Work is provided by the child's class teacher to complete during the day.

A meeting will take place with the child's parent and the Principal and with Assistant Principal assigned to the key stage the child is in. A record is kept of all internal exclusions.

Fixed-Term Exclusions

Children whose behaviour continuously receives red cards after a behaviour plan, the school will write to the parent informing them that if their child's behaviour reaches a further red card the school will consider undertaking fixed-term exclusion.

If the exclusion fails to bring about an improvement in the pupil's behaviour, the Principal may consult the Local Authority – Exclusions & Admissions Department, with a view to assisting the child in a move to a more suitable school (via the LA Options for Change Protocol).

Permanent Exclusions

If the offer of a managed move to a more suitable school is rejected, the Governing Body of the school reserve the right to consider a permanent exclusion. The Governing Body also reserve the right to permanently exclude a pupil following:

- Ongoing exceptionally challenging behaviour that is impacting on the emotional wellbeing and learning of other pupils in the school
- A severe 'one off' incident as deemed appropriate by the Principal and the Governing Body.
- Malicious allegations against school staff.

Yew Tree Academy Behaviour Stages

Child receives a reminder

- Children may receive a reminder for a range of reasons such as talking, fidgeting in a carpet session, not sharing the equipment etc.



Child receives a verbal warning

- Children may receive a verbal warning for a range of reasons such as talking, fidgeting in a carpet session, not sharing the equipment etc.



Child's name/ photo moved on to the rainbow



- The child's peg will be moved from the sunshine to the rainbow.



Child receives another verbal warning

- Children may receive another verbal warning for a range of reasons such as talking, fidgeting in a carpet session, not sharing the equipment etc.



Child's name/ photo moved on to the rain cloud



- In the rare event that poor behaviour continues, following the above steps, the child's name or photo will be moved on to the cloud. The cloud can also be used if a child displays highly violent or dangerous behaviour. The child will spend minutes reflecting with a member of Foundation Stage staff talking about the poor choices they have made, the class teacher will also talk with the child about the correct choices and offer support in helping the child to do this. The reflection time will be 2 minutes for Nursery aged children and 5 minutes for Reception. A log of the children's names will be kept in a behaviour log book.



The child's family will be notified at the end of the day about the child's name or photo being moved on to the rain cloud. They will also be informed that the child has had the opportunity to reflect on their behaviour choices with a member of staff.

Key Stage 1 and Key Stage 2

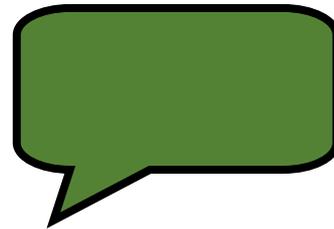
It's Good to be Green

1. Children receive a verbal warning

Children may receive a verbal warning for a range of reasons such as talking over an adult, running along a corridor, forgetting their PE kit, forgetting homework, choosing not to follow our school rules etc.

2. The next step is a speech bubble

Children receive a speech bubble if any of the above behaviour continues throughout the day. They may also receive a speech bubble if they misbehave in the dinner hall or on the playground.



3. Second speech bubble

A second speech bubble is given if poor behaviour continues.

Speech bubbles may be removed if a child corrects their behaviour and shows improvement.

4. Yellow Card



A Yellow card means that the child has to miss their morning break or part of their lunch break (15 minutes) depending on the time of day the card is given. The child will stay with their class teacher. A yellow card will be given if the behaviour above continues after the two speech bubbles, or for any minor acts of violence or name calling or unacceptable behaviour above low level disruption.

A yellow card cannot be removed and this will mean the child will not end the day on green.

5. Red Card



In the rare event that poor behaviour continues, following the above steps, a red card will be issued. A red card can also be given if a child displays highly disrespectful, violent or dangerous behaviour. The child will miss either their morning break and Lunch break or their lunch break depending on the time of day the card is given. They will spend this time with Assistant Principal assigned to the key stage; the child is in to work through alternatives to their recent behaviour choices.

All red card incidents are recorded on a behaviour data base.

6. Behaviour Plan

If a child receives 3 red cards in a half term, the child is then placed on a temporary (2 week) behaviour plan; this allows behaviour to be monitored in smaller intervals by the Assistant Principal assigned to the key stage the child is in. Prior to a behaviour plan, the child and parents will be invited to a behaviour meeting with Assistant Principal assigned to the key stage the child is in. During this meeting the plan will be discussed in more detail.

In rare cases, short or long term exclusions will be considered.

Information Shared with Parents/Carers

Parents will be informed if a child receives a red card and the reasons why.

We have a daily monitoring system and at the end of the day we record if a child ended the day on green, speech bubble or red.

For each day the child does not end on green, they will miss 5 minutes of their green time. They will spend time with the Assistant Head for reflection.

At the end of each week, those who have been green for the whole week will receive 'Green Time', which is a selection of fun activities, games or a small reward to enhance children's social, emotional or physical wellbeing. Teachers will also take the opportunity in parents' evenings to discuss children's behaviour and trends to offer support or advice.

At Yew Tree Primary we believe that each day is a new day, so every child should be given a fresh start and so all children will begin the day on a green card.

Lunchtime Supervision

At lunchtime, supervision is by Midday Supervisors, teachers and TA's. Behaviour issues on the playground may result in a child/ children being given a 'Reflection Time' to calm down, this will consist of the child walking around with a member of staff (time in, not time out) for a small period of time or could result in a sanction from our 'Good to be Green' system.

Anxiety

Due to the differing needs pupils sometimes are in a state of high anxiety. We offer pupils different calming strategies and areas around the school for them to regain composure.

Rooms/areas

- Multi-Sensory rooms
- Library
- Principal's room
- Assistant Principal's room
- Intervention room for pupils to who are displaying highly aggressive behaviours and/or disturbing the learning of others. This offers pupils the opportunity to regain composure in the sensory – free room and begin work when they have reached base – line behaviour.

To help lessen anxiety and help pupils to self-regulate they also have access to

- Different areas to work around school
- Visuals
- Multi-Sensory and Immersion rooms
- Interventions specific to their needs
- Speech and Language
- On Site Learning Mentor
- Regular staff team

Relaxation

The Learning Mentor is a qualified trainer of 'Relax Kids'. She offers this range of therapies and relaxation techniques to children to develop self-regulation skills.

Using Relax Kids in schools helps develop children's emotional literacy; helps develop a self-awareness and self-regulation as well as understanding the links between thoughts, feelings and behaviour.

There are rooms that provide a space for vulnerable children who may need to access a quiet area at playtimes and lunchtimes. The Learning Mentor operates a drop-in service every playtime and supports social interaction through group support during lunchtimes.

De-escalation and Positive Handling

Occasionally the need may arise when a child, despite warnings to change unacceptable behaviour, may require the intervention of physical restraint. This is used only as a last resort by trained staff. Parents will always be informed when this has occurred and it will only take place when the safety of the child or other children is in doubt.

Bullying

Bullying is defined as deliberately hurtful behaviour repeated over a period of time (See Anti bullying process). At Yew Tree Primary Academy we believe every child has the right to be safe and happy and bullying will not be tolerated.

Pastoral Support Programmes

For pupils who continue to exhibit exceptionally challenging behaviour, the school will organise a multi-agency meeting with a representative from the Local Authority with the purpose of formulating a Pastoral Support Programmes (PSP).

Pastoral Support Programmes (PSP) are intended for those pupils who do not respond to intervention and who are therefore "**putting themselves at serious risk of permanent exclusion, disaffection or criminal activity.**" It is a short term intervention designed to support pupils in mainstream schools.

- The PSP will identify:
 - ❖ Those behaviours which are persistent, and problematical.
 - ❖ The cause for concern and what is reasonably required for the pupil to remedy the situation.
 - ❖ Precise and realistic behaviour outcomes the pupil is to work towards. The targets should be clear and specific.
 - ❖ The rewards that can be achieved for meeting the targets and specify the sanctions that will come into force if specific behaviour occurs.
 - ❖ The staff members who are to oversee the PSP.
 - ❖ The nature and extent of parental involvement.
- Once agreed the PSP should be discussed with all the members of staff teaching the pupil and an agreement reached on the common strategy for managing the pupil over a specified period. All staff are made aware of the targets.
- The PSP sets targets broken down into specific tasks and is reviewed regularly throughout its duration.

- In constructing the programme the school is aware of and have access to range of support available from Social Care, Health, Careers, Probation, Youth and Leisure, Housing and voluntary agencies.
- In most cases, the programme should have a time limit of 16 working weeks. The school is thereby notifying the authority that if the proposed interventions are not effective within that time, the pupil may come before the governing body as a proposed permanent exclusion or begin following the 'Local Authority (LA) Options for Change' protocol (see below.)

In designing a PSP our pastoral team will:

- Review any learning issues, particularly literacy difficulties, which may cause the pupil's difficulties and trigger poor behaviour. If there are such issues these need to be addressed by the PSP.
- Consider disapplying the National Curriculum.
- provide guidance for staff on behaviour management specific to that pupil within the group
- Identify whether the pupil needs specialist counselling e.g. for bereavement, alcohol or drug dependency etc.
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Primary school pupils should ideally be supported and their behaviour managed in their school, however if this behaviour gets to 'crisis point' and all support has been exhausted, the school will access the 'LA Options for Change' protocol which will look at future options regarding a child's educational future at Yew Tree Primary Academy. The Local Authority representative will lead on this protocol.

Behaviour outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

The range of sanction and consequences will apply in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

The School has a statutory power to discipline children for misbehaving outside the school premises.

A teacher may use any of the disciplinary sanctions covered by this policy in connection with poor behaviour and bullying which takes place off the school premises and which is witnessed by a member of staff or reported to the school.

A teacher may also discipline a child for misbehaviour when:

- Taking part in any school-organised or school-related policy or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

Even if the above conditions are not satisfied, a teacher may still discipline a child if their behaviour is such that it:

- 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

In all cases of inappropriate behaviour choices, the teacher can only discipline the pupil on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

Staff with the power to discipline pupils

Teachers have statutory authority to discipline pupils for inappropriate behaviour. This power also applies to all paid staff with responsibility for pupils, such as Teaching Assistants.

Using Reasonable Force

Staff may use reasonable force to prevent pupils from committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled. All incidents of positive handling are recorded and a separate Positive Handling Policy exists.

Confiscation of Inappropriate Items.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

- **Power to search without consent** for "prohibited items" including:
 - ❖ knives and weapons
 - ❖ alcohol
 - ❖ illegal drugs
 - ❖ stolen items
 - ❖ tobacco and cigarette papers
 - ❖ fireworks
 - ❖ pornographic images
 - ❖ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - ❖ any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Monitoring and Additional Support

At Yew Tree Primary Academy, we adopt a proactive approach to behaviour management. Children's behaviour is reviewed regularly by the Assistant Principals and Principal as part of the school's monitoring cycle. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

Cards and speech bubbles are recorded on tracking sheets and Red Cards are recorded in a Behaviour Database. This allows trends and patterns to be extracted. Information such as frequency of incidents, time of occurrence and staff giving red cards is available. This information enables staff to support children and identify those in need of support. The details also enable staff to establish accurately the types of behaviour that a child is exhibiting including identifying triggers.

Behaviour is regularly discussed at staff meetings and meetings of the Governing Body.

Occasionally it may be appropriate to implement additional intervention strategies. The Learning Mentor can support children causing concern. The Learning Mentor uses data from the behaviour database, emotional literacy screening and, if appropriate, the SNAP B Behaviour Assessment Tool, to identify any skills deficits that may need to be addressed for behaviour support strategies to be successful. Children are helped to develop these skills and move towards working on behaviour targets.

With parental permission, we may consult the Local Authority Behaviour Support Team, Educational Psychologist or other behaviour specialists to obtain further support and advice. For example:

- An Educational Psychologist assessment via a classroom observation, discussion with school and parents may be considered
- Focused Educational Psychologist whole class intervention e.g. Re-Teaming.
- 1:1 targeted support from an Educational Psychologist or Access and Inclusion Teacher
- Early Help support for the family may be offered (if criteria is met.)