



Antingham & Southrepps Primary School and Nursery

Behaviour Policy

APPROVED BY GOVERNORS	
TO BE REVIEWED BY	

Introduction

At Antingham and Southrepps Primary School and Nursery every member of the school community is valued and respected, and each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to create an environment in which everyone feels happy, safe and secure. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness, co-operation and where children learn to become increasingly self-regulating. Our Behaviour Policy is a means of promoting good relationships, so that the school community can work together in an effective and considerate way with a common purpose of helping everyone to learn.

Aims

- To have an agreed set of core values that guide thinking and behaviour.
- To create an ethos where each child knows their value and is supported.
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To have a consistent approach to behaviour throughout the school, with parental cooperation and involvement.
- To ensure all children have the maximum motivation and opportunity to learn positive social behaviour.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.
- To recognise that the school is inclusive of all children's individual needs.
- To work in conjunction with support agencies with children who display the need for behaviour support in the school either from educational difficulties or those resulting from social or emotional circumstances.
- To prevent bullying and ensure our school has an anti-bullying culture whereby no bullying will be tolerated.
- To provide a calm, safe and happy environment for all children.

Core Values

The principles of this policy are based around the following values which we endeavour to adopt at all times. These values underpin every policy document and are central to the ethos of the school.

As a whole school we are:

- Kind
- Brave
- Honest
- Independent
- Patient
- Curious

Our additional KS2 Values are:

- Responsibility

- Resilience
- Democratic
- Empathy
- Moral
- Reflective

The Staff and Governors of Antingham & Southrepps believe that:

- The core values are the basis upon which we promote and encourage positive behaviour from all members of the school community.
- All staff and children have the right to work and/or learn within a safe and secure environment.
- All staff and children have the right to high quality teaching and learning which is part of a lifelong process. We will strive to ensure that standards of behaviour are such that this can be achieved.
- All members of the school community should endeavour to be considerate towards the learning needs of each individual and supportive of the school as a progressive learning community
- All members of the school community will have the opportunity to have their views listened to and responded to.
- All members of the school community should endeavour to understand and accept the principles upon which the Behaviour Policy is built.
- All school staff should aim to model positive behaviour and promote it through the active development of children's social and emotional behaviour skills.
- Everyone within the Antingham and Southrepps Community should endeavour to be positive ambassadors for the school.

Roles and Responsibilities

Governors

- To ensure a Behaviour Policy is in place.
- To review the Behaviour Policy annually.
- To oversee the implementation of the Behaviour Policy.
- To receive feedback regarding the Behaviour Policy at Governors' meetings.
- To be involved in issues regarding suspension and exclusion.

Headteacher

- To implement the day-to-day management of the policy and procedures.
- To review and evaluate any support and sanctions to ensure their effectiveness.
- To ensure the policy and procedures are followed and are consistently and fairly applied.
- To keep records on CPOMS (Child Protection Online Management System) of all reported serious incidents of misbehaviour.
- To ensure that all staff are aware of a child under sanction or has a Behaviour Support Plan (BSP).
- To report to Governors on the effectiveness of the Behaviour Policy.

Class Teacher

- To ensure that the school rules are carried out in their classes, and that their classes behave in a responsible manner during lesson time.
- To have high expectations of the children, regarding behaviour, and strive to ensure that all children work to the best of their ability.
- To be a role model for the children and treat each child fairly, with respect and understanding.
- To ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.
- To keep a record of all incidents of inappropriate behaviour on CPOMS. If the behaviour continues, the class teacher seeks help and advice from the Headteacher.
- To report to parents and carers about the progress of each child in their class, in line with the whole-school policy. They may also contact a parent (in discussion with the Headteacher) if there are concerns about the behaviour or welfare of a child.

Support Staff

- To provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.
- Emotional Support Practitioner (Thrive Practitioner) is to support children who, for a variety of reasons, find the school environment challenging. The Headteacher, agrees with staff, those children who need to be supported. The Emotional Support Practitioner reports progress to the class teachers and the Headteacher.

Parents and Carers

- To agree to a Home School Agreement when enrolling their child at the school. (Appendix 2)
- To work in partnership with the school to support the Home School Agreement.
- To support their child's learning and collaborate with the school to maintain high standards of behaviour.

Children

- To adhere to the school's code of conduct and core values.
- To know and understand the class charter.
- To take responsibility for their own behaviour and actions.
- To listen carefully to instructions in lessons and try their best in all activities.
- To know how to report any instance of unacceptable behaviour.

De-escalation

The school recognises that some children may behave in challenging ways. In these instances, it is important that de-escalation is used in the first instance using emotion coaching strategies and techniques and that a consistent approach is used by all members of staff.

De-Escalation Principles	De-Escalation Script
Use the child's name	Child's name
Acknowledge their rights to their feelings	I can see something has happened
Tell them why you are there	I am here to help

Offer help	Talk and I will listen
Offer a 'get out' (positive phrasing)	Come with me and...

- Staff work together to devise strategies to shape, minimise or divert the inappropriate behaviour.
- Parents should be involved in discussion about developing strategies at an early stage.
- Individual children who need more than the school code of conduct, usual class rewards and consequences should have an individual Behaviour Support Plan that supports positive behaviours.
- Staff working with these children should use physical intervention as a last resort if the child is in danger or is presenting danger to others. A Positive Handling Plan should be drawn up and signed by parents and carers.
- Additional advice should be sought, when needed, from other professionals.

Special Educational Needs and Disabilities (SEND)

Antingham and Southrepps Primary School and Nursery is an inclusive school and it is important to note that in line with the Discrimination and Disability Act children with special educational needs and disabilities must not be discriminated against. This includes children with social, educational and mental health (SEMH) difficulties. The school will make reasonable adjustments for managing behaviour which is related to a child's special needs or disability as written in the Equality Act (2010). It is understood that some children may require additional support to adhere to this policy and the school will work closely with parents and carers and external agencies to provide this.

School Code of Conduct

The six main school code of conduct rules were generated by the children for everybody. The school code of conduct is put up in each classroom. This is revisited with the children at the beginning of the school year. At Antingham and Southrepps it is expected the school code of conduct be followed to ensure a safe and positive learning environment.

The School Code of Conduct is as follows:

- Be kind to each other
- Listen to each other
- Be yourself
- Walking not talking
- Show respect to everyone and everything
- Make the right choices
- Look after the school environment

The Class Charter

Class teachers, support staff and children, devise their Class Charter at the beginning of the school year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. The Classroom Charter should be prominently displayed in the classroom and regularly referred to.

Circle Time/PSHE

All classes use Circle Time and PSHE sessions as a tool for promoting positive behaviour. These sessions provide opportunities for children to respond positively to each other in a safe, friendly environment. Children will also have the opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children.
- Staff give children a variety of rewards.
- Children can be sent to another member of staff to re-enforce the praise.
- Each week during the Celebration assembly, children receive recognition for good behaviour, good attitudes to learning and demonstration of the school values.
- Positive playtime and lunchtime behaviour is rewarded by a raffle ticket which is placed in a draw at the end of the week. These tickets are also added up each term to present children with small prizes.
- The Headteacher actively encourages staff members to send children to him for good behaviour, improved attitudes to learning, and outstanding achievement.
- The Headteacher has an achievement board in his office, where he will display children's work as recognition of their effort.

Sanctions

- **De-escalation:** the de-escalation script should be used in the first instance.
- **Verbal warning:** children are reminded of the expectations for behaviour. If they do not follow these, they are given a verbal warning.
- **'Stop and Think':** following a verbal warning if the behaviour continues, the child will receive a 'stop and think' card. The child will then need to sit with a three-minute timer for EYFS children or five-minute timer for Key Stage 1 and 2 children and reflect on their behaviour.
- **Consequence card:** any continued and/or escalated behaviour, the child will receive a Warning Card. Subsequent persistent poor behaviour will result in a Consequence Card being given.
- **Sent to Headteacher:** after receiving a Consequence card, the child will be sent to the Headteacher to discuss the consequence of their behaviour.

Bullying and racist incidents will not be tolerated in any form.

Resolving Conflict

- At Antingham and Southrepps, children are taught to resolve conflicts in a calm and respectful way. They are helped to 'resolve disagreements' and hold restorative conversations with adults and children. It is important to promote mutual respect and eliminate 'hit-back' reactions which often cause further problems.
- The support of parents in achieving this aim is crucial.

Age-Appropriate Expectations

The school recognises that children are sometimes at different stages of understanding of how they regulate their emotions and behaviour. Below is an outline of the expectations for the Foundation Stage, Key Stage 1 and 2 behaviours. However, each child will be treated as an individual and reasonable adjustments will be made as appropriate.

Foundation Stage

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age-appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- Children are reminded about the expectations for behaviour. If they do not follow these then they are given a verbal warning. If the behaviour continues then they are given a 'Stop and Think' card to put on their name. The child will need to sit with a 3-minute sand timer and reflect on their behaviour.
- If inappropriate behaviour continues, children are given a 'Warning' card to put on their name. If the behaviour continues then they will be given a 'Consequence' card.
- Any aggressive behaviour results in a child being given a 'Consequence' card and being sent out of the class to see the Headteacher.
- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual child. They will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual Behaviour Support Plan might be arranged in consultation with SENDCo, Headteacher and Parents/Carers.

Key Stage 1 & 2

- Staff try to diffuse the situation by using the de-escalation script.
- Staff warn children verbally if their behaviour is inappropriate.
- If a second warning is given, the child will need to be given a 'Stop and Think' card to put on their name. The child will need to sit with a 5-minute sand timer. The child can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the negative behaviour does not improve, they are given a 'Warning' card.
- If the child is not calm and cooperative after some time then they are given a 'Consequence' card and will be given an appropriate action. (see Appendix 1 Levels of Behaviour and possible actions)
- If there are persistent behaviour issues or incidents with a child, the class teacher will speak to the parents/carers with the Headteacher to talk through ideas for a solution.
- The teacher might also decide to make the child stay in at playtime or lunch time as a consequence. Break and Lunchtime stay ins are recorded on CPOMS. Stay ins are only issued by class teachers or support staff in liaison with the class teacher.
- If a child continues to not follow the behaviour policy an internal suspension may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged on CPOMS.
- In cases of extreme violence, the parents are always informed in person or by phone followed by a letter from the Headteacher.

- Children that are identified, because they regularly display inappropriate behaviour, may be referred to the SENDCo to identify problems and support them with a programme of strategies to manage their behaviour. An individual Behaviour Support Plan might be arranged in consultation with SENDCo, Headteacher and Parents/Carers.

Playground Behaviour

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Staff warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning, then they are asked to shadow the adult for five minutes. If inappropriate behaviour continues, the child will be given 'timeout' inside for 5 minutes. The member of staff may decide that they cannot go to the playground as a consequence.
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the Headteacher.
- Positive behaviour is rewarded by a raffle ticket which is placed in a draw at the end of the week. These tickets are also added up each term to present the children with small prizes.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual Behaviour Support Plan.

Reporting, Recording and Communication

- Staff should report the following incidents on CPOMs on the same day:
 - repetitive unsocial behaviour
 - all antisocial behaviour
 - dangerous behaviour
- The Headteacher must be informed of all dangerous behaviour on the same day. Staff are expected to record all incidents and their responses or actions to the behaviour on CPOMs. Parents should be informed of all such incidents.

Anti-Bullying / Child on child abuse

Bullying is *the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.* (DfE Keeping Children Safe in Education)

The school's Anti Bullying Policy is based upon four views:

- Bullying has no place in our school.
- When bullying happens, it is always right to tell.
- The school will not ignore bullying and swift action will be taken by all staff to support the victim and then supporting the perpetrator towards improved behaviour.
- Preventive anti-bullying behaviour strategies will be used to avoid bullying happening in the first instance.

Suspensions and Exclusions

In cases where behaviours continue to escalate and affect the safety and learning of others, or children have been put at risk, a Behaviour Support Plan, which promotes positive behaviour, will be put in place to improve behaviours and support the child. Some behaviours may put children at such risk that a suspension may be the only option to ensure the safety of other children and staff. Suspensions and Permanent Exclusions can be:

- Fixed-term Internal Suspension (children excluded from their classroom for a fixed period of time)
- Fixed-term External Suspension (children to work from home in uniform for a fixed period of time)
- Permanent Exclusion from Antingham & Southrepps Primary School and Nursery

The school does not wish to suspend or exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), suspension is the next option for the school.

Suspensions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Suspensions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.
- A re-integration meeting will take place looking at the next steps to prevent further suspension.

Permanent Exclusion

The decision to permanently exclude a child from the school is a very serious one and is an acknowledgement that all available strategies have been exhausted. The decision to exclude a child will be taken in the following circumstances:

- In a response to a serious breach of the school's Behaviour Policy
- If allowing the child to remain in school would seriously harm the education or physical welfare of other people in the school or the child him/herself.

More information and guidance can be found in the Synergy Trust Suspension and Permanent Exclusion Policy available on the website.

Use of Physical intervention

In most situations, even of dangerous behaviours, reasonable force will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and the Headteacher notified. Staff should refer to the Positive Handling policy for further support.

Types of Behaviours

These are further identified in Appendix 1 alongside consequences and restorative practices. However, adjustments may need to be made for some individual children.

Pro-social behaviour is behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people; it is behaviour which benefits other people or society.

Unsocial behaviour is defined as being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It is characterised as a quiet non-compliance that does not negatively impact on other pupils' learning.

Antisocial Behaviour is defined as behaviour that may cause harm to another individual, group or environment; this could be emotionally, mentally or with intent to cause harm. It is characterised as negative behaviour that falls outside the accepted norms and values of the community.

Antisocial behaviour may be a **conscious** or **subconscious** behaviour choice. They are defined as the following:

- Conscious behaviour – unwilling to moderate or self-regulate
- Subconscious behaviour – unable to moderate or self-regulate

Dangerous behaviour is defined as behaviour that violates the rights of another person. It is characterised as behaviour that is likely to cause injury, harassment, alarm or distress or behaviour that causes harm to an individual, the community or to the environment.

Links with other Policies

School Code of Conduct

Safeguarding Policy

Keeping Children Safe in Education

Anti- Bullying Policy

Positive Handling Policy

SEND Policy

E-Safety Policy

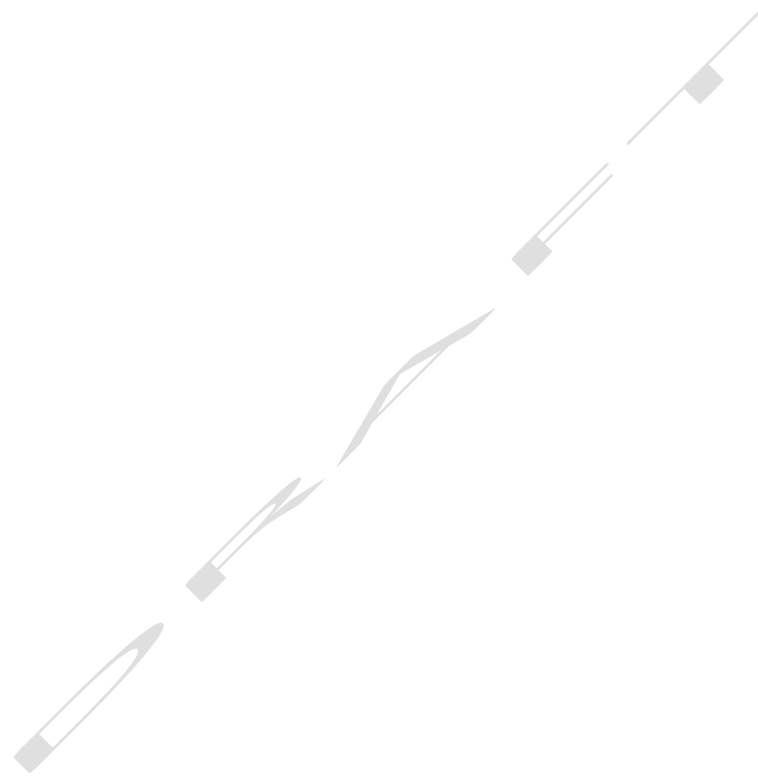
Suspensions and Permanent Exclusion Policy

Complaint Policy

Equality Act 2010

Appendix 1

		Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
		Prosocial Behaviours			Anti-Social Behaviours		
BEHAVIOUR DESCRIPTOR	LEVEL	TIER 0	TIER 1	TIER 1	TIER 2	TIER 3	TIER 3
	REFUSAL	Sitting respectfully Listening / Participating Following instructions Being in register order Being honest Wearing correct uniform Following the 3 Rs	Not sitting on chairs properly Not listening Making a poor effort Not following uniform policy Not clearing up	Initial refusal to follow an instruction Wandering around classroom Telling lies directly to an adult to exonerate yourself Refusing to do work/avoiding work	Leaving the classroom without permission, but staying within supervision of adults Refusing to come out of toilets/hiding place Telling lies directly to an adult to get another in trouble	Leaving the classroom without permission, not staying within the supervision of adults Refusing to follow any instruction from any member of staff	Leaving the school site without permission
	VERBAL	Calm, indoors voice Positive / respectful language to others Manners Greeting others	Calling out Interrupting Inappropriate chattering	Answering back/ Interrupting rudely Swearing to make people laugh Name calling / Unkind remarks Insulting families or loved ones	Using language which offends others Swearing to release frustration/ Swearing under breath/indirectly	Swearing directly to intentionally hurt or abuse someone Racist, sexist and homophobic abuse as a singular incident	Serious verbal abuse Racist, sexist and homophobic abuse, taunting or harassment.
	DAMAGE	Caring / Showing respect to others and their property Treating the environment with respect	Interfering with the property of others Accidental damage to school or personal Property	Defacing own work Minor deliberate damage to property Deliberately throwing or flicking small items	Defacing others' work Deliberately damaging school or personal property	Proven stealing of school or personal Property Substantial damage to school property	Arson Serious deliberate damage to school or personal property
	DISRUPTION	Respecting others' right to learn / Listening carefully Praising friends' effort Reminding others to show the 3 Rs	Distracting others Fiddling with things Not sitting on carpet properly Rocking on seat Running indoors In wrong place	Encouraging others to misbehave by laughing at their poor behaviour choice	Disrupting the class so that learning is affected Manipulating others to make a poor behaviour choice	Persistent, significant disruption to learning Using threats to force others to make poor behaviour choices Extortion	Persistent, significant disruption to learning despite numerous strategies engaged to de-escalate
	PHYSICAL	Respecting others' physical space Kind hands and feet Asking before touching	Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space.	Play-fighting, leaving an injury	Threatened violence Deliberate minor physical assault: including hitting, strangling, punching, pinching, kicking Spitting on things	Possession of an object that could be used intentionally to harm someone Serious fighting Deliberate serious physical assault: including hitting, strangling, punching, pinching, kicking Spitting at someone	Deliberate serious wounding Causing injury Sexual misconduct
	SUBSTANCE ABUSE						Smoking Alcohol or substance abuse Inappropriate use of prescribed drugs Possession of illegal drugs Drug dealing
	BULLYING	Acts of kindness Telling adults about others' unkind behaviour Respectful manners Helping others Including others in games Celebrating differences				Monitoring for bullying with regular targeted behaviour incidents from one child to another	Proven and persistent bullying
	Reflect, repair, restore should be complete for all behaviour choices. Consequences should be decided with children during reflective discussions after de-escalation.						
	POSSIBLE ACTIONS	<i>N.B. Action is decided by the adult to reflect the circumstances and behaviour.</i> Adaptations and Mediation Non-verbal reminders – adult proximity, hand on shoulder, smile, thumbs up/down, frown. Effective communication with parents. Moving the child to a different seat. A private reminder about the behaviour we wish to see- inviting them to make the right choice. Repetition of task/ completion of work in own time	Roots and Fruits Anxiety Mapping Controlled choices Do / Re-do work at another time Change of position in the classroom Loss of privileges, e.g. part of breaktime, lunchtime. (This is individual for different children.) Discussions with parents/inclusion team. Behaviour Observations. 5-10 minutes off playtime or lunch time. Missing whole/ part of a break time or lunchtime (write letter of apology) Sent to a Leader of Excellence	Individual classroom resources, e.g. own table, individual timetable, calming space Parents MUST be informed Removal of privileges, e.g. miss break/club Removal from classroom Working restoratively/mediation Refer to SENCO for support Child put monitored for a period of time Loss of whole of Playtime or Lunchtime Child uses 'time' to try to make amends e.g. repairing property; redoing work; apology Sent to the Headteacher	Refer to external agencies (with SENCO) Formal meeting: parents and teacher Internal exclusions Temporary exclusion Lunchtime exclusion No trips / parental supervision for trips Individual risk management plan Safety and support plan Changes to curriculum / timetable Possible part-timetable Possible increased adult support Structured lunchtime Sent to the Headteacher	Sent to the Headteacher External exclusions – fixed term or permanent Pastoral support plan Headteacher meeting with parents	
	RESTORATION	Calming time with school dog Complete Learning Support Plan Analyse pupil's curriculum: provide significant differentiation Restorative practice Mediation between pupils Class assembly time / PSHE lessons	Anxiety Mapping Roots & Fruits	Risk Reduction Plan Behaviour Support Plan	Safety & Support Plan	Pupil / group / classroom conferences Unpick school rules Pictorial representation of school expectations, e.g. Communicate in Print Parental conference Headteacher assembly Collaborative behaviour contract/support plan Reflect, repair, restore with class teacher / TA	



Appendix 2

Home School Agreement

As a school we will...

- Provide a safe, caring and stimulating environment for your child
- Set high expectations and offer an engaging, inspiring and challenging curriculum that ensures all children make progress
- Help your child to do their best as a learner and as a member of the school community at all times
- Encourage your child to take responsibility for their actions and feel proud of their achievements
- Let you know if we are worried about your child and report any safeguarding concerns to the responsible authorities
- Keep our website up to date and communicate important information to you via weekly learning letters, newsletters and ParentMail
- Invite you to termly parent consultation meetings so we can celebrate your child's strengths and talk about their next steps, with ideas of how you can support your child's learning at home

As a child I will...

- Be polite and show courtesy, consideration and respect to all members of our school community
- Always give learning 100% and always give things a go
- Attend school regularly, arrive punctually and be prepared for lessons with the necessary equipment, PE kit etc.
- Follow the school rules, wear appropriate school clothing and understand why these things are implemented
- Accept responsibility for my actions
- Talk with parents and teachers about any worries I may have in school
- Complete home learning to the best of my ability and return it to school on time

As a parent/carer I will...

- Ensure my child arrives at school on time, wearing the correct uniform and properly equipped
- Make sure my child attends school every day where possible, and follow the agreed policy to let the school know any reason for absence
- Inform the school of any issues which may affect my child's learning or behaviour

- Support my child with their home learning opportunities
- Make sure I read any school correspondence to help support my child's life at school
- Support the school's policies and guidelines and support associated actions taken by the school
- Attend parent consultation meetings to discuss and review your child's progress and discuss ways I can support them at home

Signed: (Child): Date:

Signed (Parent/Guardian): Date:

Signed (Headteacher): Date:

(September 2023)

