Squirrel Hayes First School

Behaviour Policy

Squirrel Hayes First School is committed to safeguarding and promoting the welfare of learners and young/vulnerable adults and expect all staff and volunteers to share this commitment.

Introduction

At Squirrel Hayes First School we are committed to ensuring that all learners feel safe, valued and achieve their full academic and personal potential. Essential to this is a calm, secure atmosphere achieved through positive behaviour management. Our whole school ethos and approach aims to encourage learners to become successful and independent taking responsibility for their own behaviour.

This Behaviour Policy should be read and used in conjunction with the Anti-Bullying, Cyber Bullying, E-Safety and SEN Policy, Safeguarding and RPI Policies.

1. Aims

- To involve all pupils, parents, carers, staff and governors in maintaining high standards of behaviour.
- To ensure all learners know what constitutes good behaviour so that they understand what is expected of them and can respond to a variety of situations accordingly.
- To develop in each child the qualities of kindness, integrity, generosity, and honesty
- To ensure that all involved understand the remedial work, rewards, sanctions and disciplinary procedures that are in place.

2. Whole School Ethos

A Squirrel Hayes we believe in rewarding good behaviour and promote high standards and expectations through positive behaviour management strategies and approaches.
Good behaviour is essential for enabling a learner to meet their potential. At Squirrel Hayes we have high expectations of both social and learning behaviour.

3. Developing Positive Attitudes and Behaviour

This policy should be read in conjunction with our Health and relationships Policy.

Children are increasingly growing up in a complex world with social and online pressures. We recognise that in order to develop positive attitudes and behaviour, children need well planned opportunities to benefit from key building blocks of healthy relationships to manage their academic, personal and social lives in a positive way. In order to develop healthy relationships, learners are taught to recognise and develop personal attributes of kindness, integrity, generosity, and honesty. **Relationships Education (Primary)** is taught throughout the school within a contextual, explicit and progressive framework. See link below:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Unwanted Behaviour

We recognise that from time-to-time learners can make the wrong the choice or act out of character for a variety of reasons. Usually, this is managed by general behaviour management. For learners with social, emotional or mental health needs more personalised support may be required. Examples of behaviour that needs to be managed through either general behaviour management or a personalised support includes:

- Low level disruption of teaching and learning
- Failure to complete work set
- Unsafe behaviour
- Damage to resources
- Bullying behaviour
- Child on child abuse, including sexualised talk or behaviour, is never dismissed as just children being children. **It is of the utmost concern and is responded to immediately in line with the child protection policy.**

Keeping Children Safe in Education 2025
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Behaviour in Schools February 2024
https://www.gov.uk/government/publications/behaviour-in-schools--2

All problems and behavioural challenges are dealt with in a positive manner and all individuals are listened to, encouraging learners to take ownership of their behaviour and work in partnership to develop positive attitudes and respect for others.

4. School Rules

Underpinning the school's ethos and expectations are a set of '3 Golden Rules', which are displayed throughout the school and are promoted throughout daily learning opportunities and general school life.

- Stay Safe
- Share and be fair
- Show respect

5. Class Rules

To ensure that learners take responsibility for their behaviour, they are involved in determining their class rules at the beginning of the year. These are then clearly displayed in the classroom and learners sign an agreement to abide by them. Staff will use these rules, rewards and sanctions as necessary during the school day.

6. SEN Identification/Behavioural Difficulties

7.1 Inclusive Support

At Squirrel Hayes we understand that some learners will have individual needs within the behavioural spectrum. We also appreciate that a range of disabilities can present behavioural challenges for some learners. We recognise our responsibility to provide reasonable adjustments for learners with these difficulties. Behaviours will often need to be considered in relations to a pupil's SEND, although it does not always follow that every incident of unwanted behaviour will be connected to their SEND.

7.2 Home-School Partnership

For learners with behavioural challenges, we will work in partnership with parents, school staff and where applicable outside agencies to ensure that we meet the needs of learners in line with the Equality Act (2010) and the SEN code of practice (2014).
If behaviour becomes a cause for concern, (e.g. the learner may become unsafe or continually disrupts the learning/environment of the majority) then a graduated response of support will be initiated. A successful graduated response requires successful partnership working between school, families and outside agencies. We expect families to fully support partnership working to enable learners to develop positive attitudes and strategies to improve behaviour.

SEND Code of Practice: 0 to 25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Equality Act 2010: Advice for schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Behaviour support is a stepped pathway. See Appendix 1 for our graduated response to behaviour support. Throughout the graduated response, the child and their family will continue to be supported through regular reviews and target setting to inform assess, plan, do and review cycles. A referral may be made in to Early Help, the MHST, home support, CAMHS or other supporting agencies at any point in the graduated response if this is deemed appropriate.

7.2 **Asses Plan Do Review**

Working in partnership with the learner and parents, the Inclusion Team and class teacher will formulate positive behaviour plans focusing on outlining strategies to help improve behaviour.

The Teacher/ Inclusion Team will review the impact of support in place half termly or when necessary and strategies for dealing with the different behaviours will be shared with all staff to ensure a consistent approach throughout the school.

8 Suspension and Exclusion

At Squirrel Hayes, we view ourselves as an 'inclusive school' but also recognise that all of our learning community have a right to be protected from disruption and are entitled to access a calm safe and supportive learning environment whilst at school. In response to this, suspension and permanent exclusion may be considered to be a necessary action to maintain this learning environment.

Decisions to suspend or exclude made by the Headteacher are not taken lightly and are only taken if all other actions had been implemented and deemed to be unsuccessful or if the behaviour displayed is deemed to be of a very serious nature, for example the physical assault of another child or member of staff. If a suspension or exclusion is necessary then the school follows the Staffordshire LA's protocol, procedures and guidance.

Suspension time enables the school to consult with other agencies and seek further support to ensure the return of a learner to school is planned for and managed. Learners who have been suspended for a fixed period will be invited to attend a re-integration meeting along with their Parents/Carers SENCo and Class Teacher. During this meeting behavioural support plans will be discussed, agreed and implemented to try and prevent further exclusions.

Before the decision to exclude is taken, the headteacher will give consideration if appropriate to use of an 'Alternative Provision' or 'Manage Move'.

Suspension and Permanent Exclusion from Maintained Schools, academies and pupil referral units in England, including pupil movement August 2024

https://www.gov.uk/government/publications/school-exclusion

9 Partnership working

9.1 Role of the Inclusion Team

At Squirrel Hayes, all staff are responsible for promoting positive behaviour. Specific members of staff have key roles and behaviour management is regularly reviewed and evaluated to ensure that the best practice is followed.

Key Roles:

- SENCo – Early Years Lead – Mrs F. Taylor
- Assistant SENCO/ Designated Safeguarding Lead/ Designated Teacher for LAC/ Mental health Lead – Mrs E. J, Pickford
- Deputy Safeguarding Lead/ Pastoral Lead & Health & Safety Lead – Mrs L. Oakes
- Deputy Safeguarding Lead – Mrs R. Percival
- Mental Health Lead – Mrs H. Johnson-Allen
- Pastoral lead – Mrs L. Oakes

The SENCO will liaise with teachers to support learners with behavioural challenges and guide on the use of the 'Graduated Response' where required.

9.2 The Role of the School Council

The School Council meets approximately once a month. The School Council consists of learners from Reception to Year 4. Each class has two elected members on the School Council. School Councilors wear School Council badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that promote a positive message around the school.

9.3 The Role of Parents

At Squirrel Hayes, we view the partnership between school and home as paramount in ensuring the best outcomes for all our learners. We are conscious of the importance of having strong links and clear communication between home and school and have therefore implemented both a written and an electronic communication log to support and encourage this partnership.

The schoo'sl behaviour policy can be viewed via the school website.

Questionnaires are conducted twice a year to monitor parent's views on behaviour management and home-school-partnership.

9.4 The Role of Non-Teaching Staff

All paid school staff have a responsibility to uphold the behaviour policy. All paid school staff have the authority to apply sanctions as detailed in section 10.2 and 10.3.

Non-teaching staff support all teachers in ensuring that the learners follow the class and Golden Rules.

Lunchtime Supervisors liaise daily with the Inclusion Team and/or class teachers and support staff and communicate with them about incidents of both a positive and negative nature involving behaviour at lunchtimes.

Lunchtime Supervisors support the school's positive behaviour support systems alongside the Inclusion Team. Learners can choose from a variety of break and lunchtime clubs to enable them to learn new skills, develop cooperative learning or have quiet time in a small group.

Lunchtime and Playtime rules and visual prompts for kind words and kind hands are displayed on the playground. If a child does not follow the school rules they are reminded of the rules. If they continue to show unacceptable behaviour the child will have time out for an age

appropriate time. Sometime learners are supported by a personalised plan within the lunchtime clubs to develop more positive friendship groups and behaviours.

If necessary, a member of the Senior Leadership Team will speak to the child to discuss their choices and consequences, reaffirming the agreed behavioral expectations.

9.5 The Role of the Class Teacher

Classroom organisation is key to good behaviour and the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Squirrel Hayes First School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all learners, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open-Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class rules are made clear and followed in their class, and that their class behaves in a responsible manner during lesson time. Staff will use these rules, rewards and sanctions as necessary during the school day.

Class teachers will teach, model and celebrate Building Learning Power (BLP) to support learners to develop learning behaviour. Class teachers record learning behaviour for each lesson and support learners to recognise how to achieve good and exemplary learning behaviour.

9.6 Role of the Governors

The governing body has the responsibility of setting down general expectations and standards of discipline and behaviour. They also have shared responsibility in reviewing the effectiveness of this policy and its procedures.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

9.7 Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to oversee the implementation of the school behaviour policy consistently throughout

the school. The head is also responsible for reporting to governors, when requested, on the effectiveness of the policy ensuring the health, safety and welfare of all members of the school's learning community.

The Headteacher keeps records of all reported serious incidents of misbehavior and has the responsibility for giving fixed-term suspensions to individual learners for serious acts of misbehavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

10 Training

10.1 Staff Training

Staff attend regular training on various aspects of behaviour management. The school accesses training through the National College and external Agencies such as Autism Inclusion Team, Educational Psychology Team and other recognized providers.

11 Behaviour Management across the school

11.1 Learning Behaviour

To maintain a consistent approach to behaviour management across the school, all classes have a visual 'Behaviour Rocket' display. This acts as visual prompt reminder to all learners about the school's agreed expectations and rewards and sanctions.



and

All learners have their picture on the centre of the rocket, which can be moved either up or down the rocket according to their behaviour.

The school operates a grading system for learning behaviour in lessons.

3 = Exemplary learning behaviour
2 = High standards of learning behaviour
1 = Below the expected standard learning behaviour impacting on the learner's progress
0 = Poor standards of learning behaviour impacting on other learners

All learners begin each lesson graded as a 2. If they move up or down the rocket in a lesson, their grading is changed to match their learning behaviour. In addition, learners may move to higher or lower grading when reflecting upon review of progress at the end of the lesson.

Where possible, all movement should be linked to BLP skills to make the learning behaviour explicit in celebration or for improvement.

Any extreme patterns in learning behaviour will be analysed by the Inclusion Team to further develop support for learners, families and teachers.

Details of sanctions are included in Appendix 2

11.2 Social and Emotional Behaviour

Learners who do not follow school rules outside the classrooms, for example, at break times and lunchtimes will be supported through an agreed approach:

- Supported timetable of enriching lunchtime activities.
- Personalised support through learning self-regulation strategies.
- Learners may be asked to have time out for up to 5 minutes during break and lunchtimes. Learners will be coached to make better choices for a positive break or lunchtime.

All staff including lunchtime staff will complete a behaviour incident record (Using My Concern) for incidents of concern. A member of the Inclusion Team, will review incident forms and liaise with class teachers, senior leaders and parents as necessary to plan short term or more sustained support.

Learners who have ongoing challenges at lunchtimes and break times will be informally assessed through observations of social and emotional skills in the club, during playtime and in the classroom to identify when they are well equipped to join their peers for lunchtimes.

Learners who continue to make poor choices after informal support, will be supported through a personalised sticker chart or with a positive behaviour plan which will be written in collaboration with the parents, class teacher and the Inclusion Team.

School recognises and rewards effort in striving to develop good attitudes to learning and a sense of community. Rewards for these efforts can be found in Appendix 3. Rewards

12 <u>Dealing with extreme behaviour</u>

There are extreme behaviours that will be flagged as safeguarding concerns and formally reported to the Headteacher/Designated Safeguarding Lead:

- Extreme outbursts of physical violence towards another person.
- Aggressive use of offensive language
- Stealing
- Breaking equipment or property intentionally
- Racial Incidents
- Safeguarding incidents e.g., putting themselves or others at risk
- Child on child abuse (further detail in Anti Bullying and Safeguarding)

The Inclusion Team will support teachers and liaise with parents to identify if this is a one-off occurrence due to contextual circumstances with an appropriate sanction or response; or if a graduated response (appendix 1) including external agency support is to be initiated. Parents will be informed of any extreme behaviour.

13 Misbehaviour of a learner outside of the school day

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered learner, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School:

- When taking part in any school-organised or school-related activity
- When travelling to and from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- Have repercussions for the orderly running of the school;
- Pose a threat to another learner, a member of staff or member of the public; or could adversely affect the reputation of the school.

14 Misuse of Social Networking Sites

This policy should be read in conjunction with the policies for cyber bullying and e-safety

Safety online should be read in conjunction with the Cyber Bullying and E-Safety Polity.

Social networking sites are widely used and enjoyed by many parents and learners. We recognise that learners increasingly access social networking sites beyond age restrictions. School's response to this is to educate about social networking. Members of the community should recognise that the use of social networking sites are not there to publicly discuss matters that may include personal disagreements between learners at the School.

15 Use of Reasonable Force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard the learning community. Members of staff have the power to use reasonable force

to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order at the school. The school has a Restrictive Physical Intervention Policy which details where this may be used.

16 Searching and Confiscation

The Headteacher and staff authorised by the Headteacher have a statutory power to search a pupil of their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item listed in paragraph 31 of Searching, Screening and Confiscation Advice for Schools July 2023 or other identified banned items by the school such as e-cigarettes, vapes and drugs.

https://www.gov.uk/government/publications/searching-screening-and-confiscation

17 Aggression and Violence from Parents/Carers, Visitors and Service Users

As part of Staffordshire County Council, we are committed to providing excellent services, quality customer care and making visitors feel safe and welcome. In return we expect visitors, Parents/Carers and our service users to treat our staff with respect.

We will not tolerate: -

- Displays of verbal or physical aggression
- Violence
- Racial abuse
- Sexual harassment
- Any intimidation or discriminatory behaviour

If such unacceptable acts occur, our staff are empowered to take the appropriate action to deal with the situation, which may involve requesting Police assistance. See the schools Parents/Carers/Visitors Code of Conduct.

Controlling Access to School Premises
https://www.gov.uk/government/publications/controlling-access-to-school-premises/controlling-access-to-school-premises#:~:text=Schools%20can%20bar%20someone%20from,to%20bar%20them%2C%20in%20writing.

DOCUMENT CHANGE LOG

Version No.	Date of Review	Reviewer	Changes Made
01	June 2010	Kate Aldington	Changes to class rules and sanctions
02	October 2010	Erica Smith	Amended rewards to include collaborative Jewel System and clarify strike processes.
03	September 2011	Kate Follett	Amended names of relevant staff, changes to strike system, added parent drop in session.
04	November 2012	Mrs Nevins Stanford	Addition Visual behaviour reminder, 'My Award Cards' and IBP resources
05	September 2013	Miss Erica Smith	Updated to include changes to the behaviour rocket system and staff leading areas of responsibility. Included advisory statement from legal team regarding behaviour outside of school from learners and parents. Includes school's policy on unacceptable violence and aggression from people on school premises.
06	December 2013	Mrs A Harris	Amended rewards using visual rocket to stage 1 – move up the rocket.
07	March 2014	Mrs A Harris	Updated to reflect differences in the management of learning behaviour and social behaviour.

			Includes Equality Act (2010) guidelines.
08	March 2015	Mrs A Harris	Updated roles in the inclusion team. Removal of strike system.
09	March 2016	Mrs A Harris	Updated the role of the inclusion team, lunchtime social behaviour systems and reward systems. Included the behaviour grading system and explanation of pastoral support for social, emotional and behavioural difficulties.
10	February 2017	Mrs A Harris	Updated details of a 'Personal Nurture Pathway. Inclusion of graduated response to behaviour support.
11	February 2018	Mrs A Harris	Updated details of the inclusion team and details of graduated response.
12	February 2019	Mrs A Harris	Updated details of the inclusion team and details of graduated response.
13	February 2020	Mrs A Harris	New sections: Developing Positive Attitudes and Behaviour; Unwanted Behaviour Links to other policies, Keeping Children Safe in Education, Relationships Education, SEND Code of Practice, Behaviour and discipline in schools Advice for headteachers and school staff Inclusion of Peer on Peer abuse and relevant links Updated graduated Response Updates to roles of Inclusion team and Class Teachers Updates to break and lunchtime sanctions

			Formatting changes – numbered sections to aid navigation/referencing
14	October 2021	Mrs A Harris	Updated the graduated response. New positive behaviour plan for children with SEND and behavioural needs. Replaced pay back with discussion time for positive mentoring.
15	February 2022	Mrs A Harris	Reorganisation of information to place additional reference material as appendices. • Graduated response • Sanctions • Rewards Removed distracting detail and signposted to the Health and Relationships policy.
16	October 2022	Mrs A Harris	Updated terminology ▪ peer-on-peer abuse to child-on-child abuse ▪ fixed term exclusion to suspension Updated arrangements for dealing with extreme behaviour for escalation of graduated response and multi-agency/home school partnership working rather than sent to Headteacher
17	October 2023	Mrs E. J. Pickford	Updated terminology Updated links to DfE guidance Included changes to roles and responsibilities Included reference to RPI, Screening and Confiscating Updated reference to Suspensions and Exclusions following Sept 23 guidance.
18	October 2024	Mrs E. J. Pickford	Updated links to DfE guidance. Update roles & responsibilities. Updated guidance on Suspension and Exclusions following August 2024 guidance. Included section on training.
19	April 2026	Mrs E. J. Pickford	Updated working in partnerships with other agencies.

			Updated links to associated guidance from the DfE

Appendix 1

Graduated Response

- For children that require regular check ins and additional support to regulate their behaviour, a personalised visual timetable and sticker chart will be put in place.
- For children with that require more formal behaviour support, the Inclusion Team will work with the parents/carers and their child in establishing a positive behaviour plan with targets to positively support the behaviour. Evidence of concern will be recorded through incident records and shared with all parties involved. Plans will be reviewed half termly or sooner if there is any escalation in behaviour. Referral into Early Help may be considered with the consent of ParentsCcarers.
- The child/learner will be discussed at Inclusion Meetings in school and may be referred in to the Educational Mental Health Practitioner (EMHP) or other support services.
- If there is no improvement or consistent escalating behaviour, a referral will be made to Behaviour Support and the family will be offered support through early help or other external agencies.
- For ongoing or specific behavioural challenges, the child may be referred to CAMHs.
- The learner may be referred to the Moorlands District SEND and Inclusion Hub to access wider support and consider alternative educational provision.
- For ongoing extreme behaviour school will gather evidence to make an application for an educational, health care plan (EHCP)

For children identified with move complex behavioural and additional underlying SEND needs, the SENCo will work with the class teacher and any external agencies and a positive behaviour plan will be drawn up outlining reasonable adjustments and support at the proactive (planned for and settled); reactive (triggers and responses to bubbling behaviour); and active (cannot self-regulate or and is highly distressed) phases.

- A risk assessment will be in place for the safety of the child, class and adults.
- All positive behaviour plans and risk managements plans will be shared with parents and carers.

Appendix 2

Sanctions

- When learners are not following the class rules, and therefore interrupting learning, they will be reminded of the accepted behaviour in school. This will usually suffice.
- If learners continue to disrupt learning their picture will be moved 1 stage down the rocket. This will signify that they have wasted some of their learning time and will need to 'have discussion time' with an adult for up to 5 minutes of their break. This is viewed as a supportive sanction and opportunity to teach the correct behaviours and to coach through a more positive outcome
- It may be appropriate for children, with no underlying SEND, to miss 5 minute increments of golden time for repeated low level disruption.
- If learners continue to cause low level disruptions frequently, additional monitoring of behaviours in lessons will be recorded to inform a graduated response to managing behaviour.
- Learners in Early Years will have time out on the thinking spot, as this is more time relevant.

Appendix 3
Rewards

- All learners in Key stage 1 and Key stage 2 have 20 minutes Golden Time each week if they follow the agreed school rules. This activity will be chosen by the class weekly.
- Learners in Early Years receive stickers for positive behaviour choices and a child is chosen to have their photo on the BLP celebration board.
- Learners in Early Years will be celebrated through being awarded a BLP stickers on a star chart and for themselves to keep.
- Stickers may also continue to be given on an individual basis, e.g. at lining up time, star of the day etc.
- Learners may be awarded the class BLP trophy in celebration assembly.
- BLP stars are awarded once a learner has achieved Bronze, Silver, Gold and Platinum status through collecting BLP points. These stars can be worn on their school tie with pride.
- Each Half Term a Special Golden Time will be held which will take place over a whole morning or whole afternoon.