



**SAVILE PARK PRIMARY SCHOOL**

**BEHAVIOUR POLICY**

**December 2023**



### **Our Aims and Expectations**

- To foster an atmosphere of mutual respect where children are able to make the biggest contribution to their own learning and that of others
- To ensure that all children develop socially, emotionally, physically and spiritually and academically
- To encourage a calm, purposeful environment across the school
- To develop caring and kind attitudes towards all and celebrate diversity so that achievements in all areas are acknowledged
- To encourage independence, resilience and a sense of self-worth

### **Our School Rules**

- School rule 1 – Follow instructions
- School rule 2 – Keep hands, feet and objects to yourself
- School rule 3 – Use positive language and actions

### **School behaviour curriculum**

At Savile Park Primary we develop children's character through our behaviour curriculum. (see behaviour curriculum)

### **Our non-negotiables for staff dealing with conflict**

- Staying calm at all times
- Consistency
- Listening
- No shouting
- Positive
- Giving clear instructions
- Fair
- Building relationships
- Clean-slate policy (after lunchtime the afternoon session is a fresh start)

### **Our examples of specific instructions for**

- Stop and put your eyes on me – instruction to get children's attention
- Line up one behind the other facing the back of the person in front of you
- Year 2 use a silent voice (no talking)/partner voice (only your partner can hear)/table voice (only your table can hear)/classroom voice (the whole class can hear)
- Chairs always have 6 legs on the floor

Children will be encouraged to be responsible for their own behaviour and not commenting (telling tales) about other people's behaviour. Adults will investigate situations that are too serious to ignore but will ask questions such as "have you asked them to stop before speaking to an adult?". This is to encourage responsibility and independence around conflict resolution.



### Our methods of encouraging great behaviour

- Circle time
- Give children responsibility
- Use class job roles
- Class rewards
- Limiting the use of individual rewards
- Structured discussions
- Achievement assembly
- House points

Children actively encouraged to take responsibility for their own behaviour and the behaviour of other people.

Use of the language of Restorative Practice to help build and repair relationships.

### Restorative questions to be used

- What happened?
- What were you thinking at the time?
- What could you have done differently?
- Who has been affected by what you have done?
- What do you think you need to do to make things right?

Adults will use consistent language if a warning is given ***“Holly that’s a warning. The instruction is ...”***. If children do not follow our reasonable instructions, the following will happen

**Step 1 – a reminder is recorded**

**Step 2 – 5 minutes away from your group**

**Step 3 – Rest of the session away from your group**

**Step 4 – Go to another class for 15 minutes plus reflection time**

**Step 5 – work in another class for the rest of the session plus reflection time. Parents and SLT informed. Child will go to a different classroom and take work with them to complete in another classroom.**

#### **Step 4 and 5 Locations:**

Reception - Year 1

Year 1 - Year 2

Year 2 - Reception

Year 3 - Year 4

Year 4 - Year 3

Year 5 - Year 6

Year 6 - Year 5

**Certain actions may result in one warning not being enough:**



- If you feel that there may need to quicker progression along the behaviour track please seek advise from a member of the SLT

The behaviour track, which is displayed in all classrooms, allows children the opportunity to work their way back to the start by displaying positive learning behaviours and making good choices in class.

For children who do not respond to the school rules system. There may be additional factors which make progress difficult. Just as we would differentiate the curriculum for a pupil with a learning difficulty, we differentiate our approach for children with Social, Emotional and Mental Health difficulty (SEMH). This may involve setting and monitoring personalised targets/outcomes, usually in the form an IBP (Individual Behaviour Plan).

### **Reporting**

All school staff have a responsibility for children's welfare and a duty of care to report any concerns. In school we have a reporting and monitoring system called CPOMS (Child Protection Online Monitoring Service). Every member of teaching and non-teaching staff have access to this. Any issue that arises which is a cause for concern is reported through CPOMS. All new staff are trained to use CPOMS. All incidents logged on CPOMS are shared with the Pastoral Care Team who will action and report back to the member of staff that has reported.

### **Inappropriate Behaviour**

Incidents of inappropriate behaviour are rare. In the event of such behaviour the following consequences are implemented

- Red card system used for a member of the SLT to assist (if appropriate for individual classes)
- Parents are informed at an early stage so that they have a clear picture of how they can support school
- Pupil internal exclusion (Moorfield to Heath/Heath to Moorfield)
- Individual Behaviour Plan
- Withdrawal from peers
- The use of de-escalation strategies which may result in the use of positive handling techniques as a last resort
- Pupil external exclusion (see Exclusion Policy)

In very rare instances, we may need to use positive handling techniques for some children in order to ensure their safety and the safety of others (Appendix 1). Only staff who are trained in positive handling techniques will support children in this instance.



Created by: The staff team at Savile Park: training day February 2017

Date taken to Governors: 21 March 2024

Signed by Governor.....

Reviewed (state when, by whom and if amendments made/not):

1. February 2019 by Jane Boylan and Jayne Edwards – procedures clarified around dealing with serious incidents. Appendix 1 added.
2. June 2020 amended by Hester Conway and Jayne Edwards – Amendments due COVID 19 pandemic.
3. September 2021 amended by Hester Conway and Jayne Edwards – Amendments due to changes in COVID guidance
4. December 2023 amended by Nathaniel Smith – amendments due to adding behaviour curriculum, internal exclusions and instances of more than one warning.



APPENDIX 1

PROCEDURE FOR USING PHYSICAL INTERVENTION		
	ACTION	STAFF
Step 9	Appropriate actions will be put in place if required.	Headteacher/Deputy Head teacher(s)
Step 8	<ul style="list-style-type: none"> <li>The Headteacher/Deputy Head teacher(s) is/are informed verbally following the hold</li> <li>All records of the hold will be uploaded to CPOMS BY THE MEMBER(S) OF STAFF INVOLVED</li> <li>Parents are verbally informed of the incident and hold on the day it occurs</li> </ul>	Staff involved in restraint Headteacher Deputy Head teacher(s)
Step 7	Support offered to all staff involved	Headteacher/Deputy Head teacher(s)
Step 6	Inform Headteacher or another senior member of staff	Immediate staff and staff involved in the restraint
Step 5	<ul style="list-style-type: none"> <li>As soon as the situation de-escalates release the hold but remain near the individual</li> <li>Offer cool down support (removal of jumper, drink etc)</li> </ul>	Immediate staff
Step 4	<ul style="list-style-type: none"> <li>Use the minimum amount of force required for the situation using appropriate Team Teach techniques</li> <li>Make it clear to the child that the hold will be released as soon as the child is calm and safe</li> <li>Only release from the hold if it is safe to do so, not because the child demands it</li> <li>Explain that all staff are doing this to keep them safe and to protect themselves</li> </ul>	Immediate staff
Step 3	Attempt to diffuse the situation verbally and prevent it from escalating, if it is safe to do so.	Immediate staff
Step 2	Call for assistance if required (using the Red card system)	Immediate staff
Step 1	<ul style="list-style-type: none"> <li>Tell the pupil what they should be doing (preferred behaviour). Give clear expectations and tell them what will happen if they continue with un-wanted behaviour</li> <li>Try de-escalation techniques such as humour, re-direction, distraction, etc.</li> <li>Consider whether physical intervention is necessary or whether the incident could be dealt with by using other strategies.</li> </ul>	Immediate staff