


Colman Infant and Junior Schools Federation

Positive Behaviour Policy

Formally adopted by the Governing Board of:	Colman Federation
On:	3 rd October 2023
Chair of Governors:	Karen Gardner
Signed 	
Due for review:	September 2024

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Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside “Guidance for Safer Working Practice” which the school adopts as its Staff Code of Conduct

This policy will be reviewed in full by the Governors on an annual basis. This policy is due for review in July 2024.

Statement of intent

Colman Infant and Junior Schools Federation believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting a positive and compassionate environment in which all children can flourish
- Promoting an environment in which all members of the school community feel valued, happy, safe and secure.
- Praise and recognition of good behaviour
- Promoting self-esteem, self-discipline and positive relationships based on our core values
- Ensuring equality and fair treatment for all and applying this policy in a consistent way.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with our pupils to enable early intervention.
- Encouraging positive relationships with parents/carers.
- Promoting a positive culture of praise and encouragement in which all pupils can achieve.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Children’s Act 1989
- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE SEND Code of Practice 2015
- Keeping Children Safe in Education 2022
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This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2022
- DfE 'Use of reasonable force in schools' 2013
- DfE 'Supporting pupils with medical conditions at school' 2015.
- DfE 'Mental health and behaviour in schools' 2018
- Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies 2022

Roles and responsibilities

Governors

- The governing body has the responsibility of setting out general guidelines on standards of behaviour which inform this Behaviour Policy and the behaviour procedures at the school.
- The governing body support the head teacher in carrying out these guidelines.
- The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- The governing body is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy

Headteacher

- The head teacher (with the support of the Senior Leadership Team) is responsible for establishing the standard of behaviour expected by pupils at the school.
- The head teacher is responsible for ensuring that staff are implementing this policy consistently throughout the school
- The head teacher provides support to staff in the implementation of this policy.
- The head teacher (or a delegated SLT member/DSL) monitors the recording of behaviour incidents by staff on CPOMS
- The head teacher is responsible for monitoring the effectiveness of this policy and reporting to governors.

Staff, volunteers and support staff

- All staff are responsible for the day-to-day implementation of this policy, including the use of positive language and behaviour strategies
- Staff in our school have high expectations of children in terms of behaviour and reinforce this expectation with pupils at all times
- All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all pupils do too
- All members of staff, volunteers and support staff are responsible for promoting a supportive and high quality learning environment, and for modelling positive behaviour

- Staff are responsible for liaising with external agencies (and applying related advice and guidance) as appropriate to support pupils' positive behaviour
- The SENCO is responsible for supporting the Pastoral Support worker and class teachers with implementing individual behaviour plans for pupils as required
- The Pastoral Support worker is responsible for supporting staff in the implementation of this policy and making sure it is available to staff, parents/carers and pupils at induction. The Pastoral Support worker will work closely with the SENCO to implement individual behaviour plans

Pupils

- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Pupils are responsible for reporting any unacceptable behaviour to a member of staff

Parents/carers

- The school works with parents with the aim of ensuring that children receive consistent messages about appropriate behaviour at school
- Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school
- Parents are also responsible for their own behaviour and the impact that this can have on the behaviour of their children
- If parents have any concerns about their child they should contact the class teacher

Volunteers, supply teachers, coaches and external visitors

- Volunteers, supply teachers, coaches and external visitors are also responsible for the application of this policy with the support of school staff
- All staff (including supply staff and coaches), volunteers and visitors are expected to act in accordance with school policy

Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which usually involves persistent criticism, personal abuse or actions which humiliate, intimidate, frighten or demean the individual

- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Repeated non-compliance
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items such as knives and items that could be used as weapons
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Damage to school property, including graffiti and the lighting of fires

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

Training of staff

The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime

- Teachers and support staff will receive training on this policy as part of their new starter induction
- Teachers and support staff will receive regular and ongoing training as part of their development.

Curriculum and teaching

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid anxiety in pupils and support a sense of calm and purpose. Lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage

enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Pupil expectations and staff responsibilities

Pupils will be expected to follow the expectations of the federation's rights and responsibilities.

All members of the Federation community have three basic rights:

- The right to learn.
- The right to feel and be safe.
- The right to dignity and respect.

All members of the Federation community have responsibilities, things they must do, to ensure that the three rights are met. In consulting with children across the Federation and have agreed the following responsibilities:

Rights	Responsibilities
We have the right to learn. Ready	<ul style="list-style-type: none">• We try our best and never give up.• We listen to each other.• We are always ready to learn.
We have the right to feel and be safe. Safe	<ul style="list-style-type: none">• We keep our hands and feet to ourselves.• We move safely around our school.• We take care of all property.• We voice our worries or concerns.
We have the right to dignify and respect. Respectful	<ul style="list-style-type: none">• We are kind to each other.• We include everyone.• We accept that everyone is different.

These are consistent across the whole federation including all year groups, activities and school visits.

In order to nurture, promote and manage these expectations, all staff abide by the following five principles of practice:

- The display of consistent, calm adult behaviour
- First attention to best conduct

- The consistent use of relentless routines
- The use of 'scripts' for difficult interventions (see Appendix 1)
- The application of 'restorative follow up' conversations with the parties involved (see Appendix 1).

All staff also recognise that:

- All staff are responsible for pupil behaviour
- All staff must consistently display their endeavours to support the expectations of the school and do so through the following of the principles of this policy
- Children need fresh starts, for some pupils this may be every lesson or hour
- All are role models for the children
- All staff must follow our Code of Conduct
- Positive behaviours should be celebrated, and that this should be done in line with pupil needs.

The rewarding of good behaviour

The school recognises that pupils should be rewarded for their good behaviour and a core principle of our approach to behaviour in school is to give first attention to good conduct.

The school will use the following rewards for displaying good behaviour:

- Positive praise from adults for desired behaviours, good effort and reflecting our school values
- Use of a 'Recognition Board' for celebrating the achievement of agreed behaviours for learning – these can be personalised to the needs of each class
- Positive notes home to parents
- 'Star Awards' presented for recognition of good work achieved in class

Dealing with inappropriate behaviour

School staff are able to discipline pupils whose behaviour is not in keeping with the core values and behaviours for learning of the school.

In order for the sanction to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the head teacher
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.

The school will ensure that all sanctions are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.

The practical steps in managing and modifying behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating whenever possible.

Staff will use the steps presented below for dealing with inappropriate conduct:

First attention to good conduct

- Behaviour which reflects our whole school values and rules will be acknowledged and reinforced through praise from adults. Children should know that their positive behaviour gains more adult attention than negative behaviour. This may include praising a role model to refocus another child on the desired behaviour
- Consistent and relentless routines will be taught to pupils (e.g. coming into school, moving around the school, coming in/out of assembly) and pupils will be recognised and praised when following these expectations

The reminder

- A reminder of our expectations for every learner – Be ready, be respectful, be safe – is delivered calmly and discretely to the child. The teacher makes the pupil aware of their behaviour and the learner has a choice to do the right thing. Negative behaviour should always be addressed by explaining the positive way to respond and praising the positive behaviours shown after. ("I need you to face the front so I know you are concentrating." "Thank you for facing the front.")

The scripted approach

- If inappropriate behaviour continues, a clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they

continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices

Scripted approaches at this stage are encouraged, in accordance with the following:

- A gentle approach, personal, non-threatening, side on, eye level or lower – if considered appropriate and safe
- I noticed you are (e.g. feeling anxious)
- It was the rule/ expectation about (being safe in the corridor, for example) that you did not follow
- You have chosen to (move to the back in an unsafe way)
- Do you remember last week when (you walked around safely and happily)? • That is what/ who I need to see today
- Thank you for listening (then give the child some 'take up' time). If there are comments, you can follow up later if deemed appropriate

Reflection time

- If a child needs time to calm down or to reflect on choices they have made then they may be given time to do this, either in or out of class
- During this time a child may be given the choice to do things which help them individually to calm and think (e.g. drawing or colouring)
- The child is then given the opportunity to re-engage with the class activities. A restorative conversation will also need to take place

Restore

- Restorative meetings at Colman Infant and Junior Schools Federation are a core part of repairing damage to trust between staff and learners. Meetings will comprise of key questions, selected from the list below. It is considered that for most circumstances five questions are sufficient, though fewer maybe chosen for very young children
- However, the conversation that takes place is much more than a routine practice or a set of questions; key to success is the demeanour of the adult, the rapport that is developed and an understanding within the child of the impact of their behaviour.

Restorative questions include:

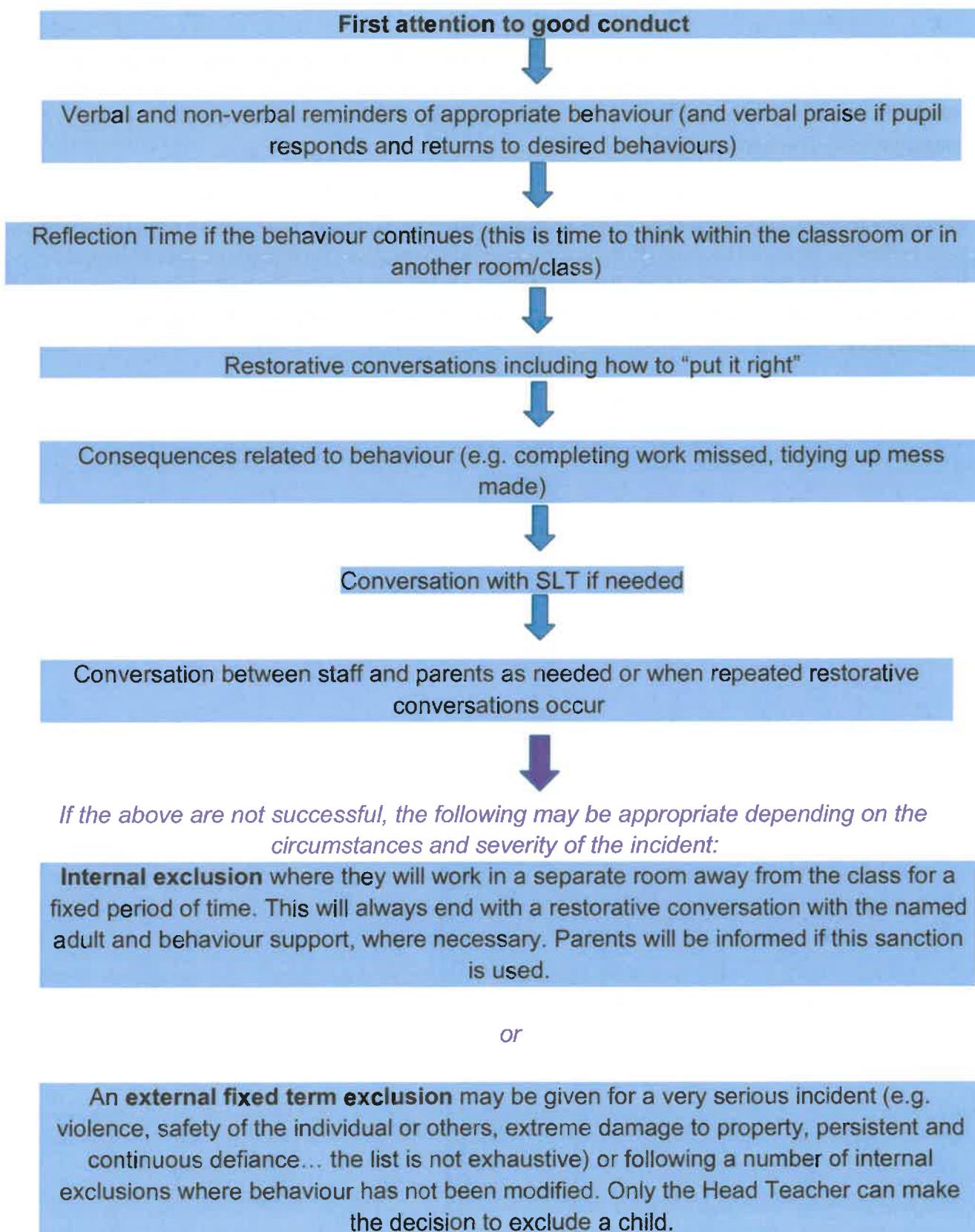
- What happened?
- What were you thinking/feeling at the time?
- What have you been thinking/feeling since?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right? (and how can I help you to do this?)
- How can we do things differently in the future?

To use the Thinking Book at the Infants to support with visual conversation.
To use educational consequences related to behaviour.

The adult dealing with the negative behaviours will generally lead the restorative conversation, sometimes supported by another colleague. All restorative conversations will take place in the child's time rather than learning time. Our restorative approach will look to identify the triggers of the behaviour, which need to be managed.

Restorative conversations should take place as soon as possible after an incident. It may be necessary to allow time for a child to de-escalate before this conversation can be effective in which case reflection time will be used. Whenever possible, restorative conversations should happen before the end of the school day so that the following day can be a fresh start. However, there may be times when this is not possible in which case the conversation may need to happen at the start of the next day.

Behaviour processes – a flowchart



Dangerous Behaviours and Restrictive Physical Intervention

All staff should first attempt to de-escalate a conflict situation. However, if these attempts have been exhausted then it may be necessary to physically guide or restrain a child to prevent: the child injuring themselves or others, causing significant damage to property, seriously disrupting the learning of other pupils.

If behaviour is considered to be dangerous:

- A request for support from another member of staff is sent to the school office or via school radios if needed
- If there is personal risk to body of adults or learners, all should be removed from the room/space until the behaviour of the child has calmed down. The personal wellbeing of all involved is more important than equipment. Staff are to monitor through the glass panel in the door
- RPI (Restrictive Physical Intervention) can be used in rare occurrences where it is deemed necessary to prevent a pupil doing any of the following:
 - committing any offence
 - causing personal injury to, or damage to the property of, any person (including the pupil themselves), or
 - prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise
- Staff will always deliver sanctions calmly and with care

School staff are trained in Norfolk Steps (“Step On” and “Step Up”) STEPS is a Norfolk County Council Service which provides training and consultancy to schools and services to support a therapeutic ethos, early intervention and professional responses to complex, challenging or high risk behaviours as well as the safe and effective use of restrictive physical intervention. The Norfolk Steps team has extensive SEN and Inclusion experience.

Use of reasonable force

- In the case of sudden unexpected events members of staff are able to use reasonable force to prevent pupils from injuring themselves or others or causing significant damage to property
- Staff have been trained in Restrictive Physical Intervention by the Norfolk STEPs team. However, in accordance with ‘Use of Reasonable Force in Schools, DfE (2013)’ any member of staff has the legal power to use reasonable force to ensure safety
- All physical intervention must be reasonable, proportionate and necessary to prevent harm

See Positive Handling Policy for further information

Children 'beyond'

There will be a very few children for whom the whole school behaviour approaches do not work and extra systems are needed. In general, these children will normally have specific needs and difficulties for a variety of reasons. They will usually already be part of the school's special needs system with their own Individual Risk Management Plan and a Behaviour Support Plan which will include a behavioural target. The SENCO and Pastoral Support worker provide support to staff in writing and implementing these plans, which will be shared with parents

The school will:

- Monitor the consistency of all staff involved with the child and the use of procedures.
- Support colleagues who deal with children 'beyond'.
- Seek specialist help and advice (e.g. from the Educational Psychologist or Inclusion Team).
- Evaluate the classroom organisation and management.

On very rare occasions even these extra procedures will not yield positive results and the child will need to spend time away from class and normal teaching and learning with the support of an appropriate adult while advice is sought. Ultimately, and as the only remaining option, a fixed term exclusion could be triggered.

Suspension / Exclusion:

The school is committed to providing an environment where all children feel safe, happy, accepted and integrated within which effective teaching and learning can take place. Staff work closely with parents and pupils to optimise the chances of every pupil succeeding. Fixed-term suspension or permanent exclusion will be used as the only remaining option where school based interventions and support have not improved the situation. The school will follow the guidance set out in its Exclusion Policy/LA guidelines.

Only the head teacher can make the decision to suspend/exclude a pupil.

Behaviour that could prompt a suspension are listed. The exact circumstances that trigger such an exclusion will be specific to each incident and every eventuality is not listed:

- Disruptive behaviour in which there is a risk of injury to the child, other children and/or staff
- Aggressive behaviour in which property is damaged
- A total refusal to comply with school discipline and/or repeated violence or verbal abuse

A decision to permanently exclude a pupil will only be taken:

- In response to persistent breaches of the school's behaviour policy, and

- Behaviour where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In most cases, suspension from school will only occur after a range of measures have been tried to re-engage a child in improved behaviour. In the event of a child being excluded, the school will inform the parent or carer of the child concerned about the exclusion as soon as possible by telephone or face to face. They will receive a letter outlining the exclusion, including what arrangements will be made for continuing their child's education when not at school, this letter will also explain the parents' right of appeal.

After a fixed term suspension, a reintegration meeting will be held before the child can come back to school. During the first five days of any suspension, the parents or carers are responsible for their child's education. The school will take reasonable steps to set work for pupils during this period. If the suspension is six days or longer and fixed term, then the school needs to make arrangements to provide education from Day 6 onwards. If the exclusion is permanent, the local authority will arrange education from Day 6.

See Exclusions Policy for more information

Bullying

Colman Infant and Junior Schools Federation is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable; if bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

All bullying will be dealt with in line with the school's 'Anti-bullying policy'

Items banned from the school premises

- Fire lighting equipment:
 - Matches, lighters, etc.
 - Drugs and smoking equipment:
- Cigarettes ◦ Tobacco ◦ Cigarette papers ◦ Electronic cigarettes (e-cigs) Vapes
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure •
- Weapons and other dangerous implements or substances:
 - Knives ◦ Razors ◦ Catapults
 - Guns (including replicas and BB guns) ◦ Laser pens
 - Knuckle dusters and studded arm bands

- Whips or similar items ○ Pepper sprays and gas canisters ○ Fireworks •
- Dangerous chemicals • Other items:
- Chewing gum
- Caffeinated energy drinks ○ Offensive materials (such as pornographic, homophobic or racist) ○ Aerosols including deodorant and hair spray.

Confiscation of inappropriate items

- All members of staff are able to use their power to search without consent for any of the banned items mentioned above
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item
- The school is not liable for any damage to, or loss of, any confiscated item
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to illegal substances), from the school office The Headteacher will always be notified when any item is confiscated.

Controlled substances

- Colman Infant and Junior Schools Federation has a zero tolerance policy on illegal drugs and legal highs
- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present
- The staff member will store the sample in the school office
- The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols
- The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed
- Any further measures will be undertaken in line with the school's Safeguarding Policy
- Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the pupil, as well as local police, will be notified.

Monitoring and review

- This policy will be reviewed by the Headteacher, Senior Leadership team and Governing Body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1 - Break and Lunchtimes

At Colman Infant and Junior Schools Federation everyone is expected to maintain the highest standards of personal conduct and to accept responsibility at all times. The following procedure is followed should behaviours be displayed that are considered to be inappropriate at break and lunchtimes. These steps mirror the approach taken during learning time to ensure consistency throughout the school day.

Staff will deal with behaviour without delegating whenever possible (although staff can always seek support from colleagues, including the Pastoral Support worker and duty SLT when required). Children are expected to show the same level of respect for all adults in school irrespective of their role.

Staff will show first attention to good conduct. This will include:

- Praise for expected behaviours and showing kindness and consideration to others
- A lunchtime recognition board
- MSA star of the week
- Positive notes home (via the class teacher)

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating whenever possible. Staff will use the steps presented below for dealing with inappropriate conduct:

The reminder

- A reminder of our expectations for every learner – e.g. Everyone has the right to be safe, Polite language thank you – it's about being respectful, lining up now thank you – we need to ready to learn – is delivered calmly and discretely to the child.
- The adult makes the pupil aware of their behaviour and the learner has a choice to do the right thing.

The scripted approach

- If inappropriate behaviour continues, a clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged, in accordance with the following:
 - A gentle approach, personal, non-threatening, side on, eye level or lower – if considered appropriate and safe
 - I noticed you are... (e.g. playing quite a rough game today)
 - It was the rule/ expectation about (being safe with the equipment, for example) that you did not follow
 - You have chosen to (e.g. use the equipment in an unsafe way) ○ Do you remember last week when (you played with your friends safely and happily)? ○ That is what/ who I need to see today

- Thank you for listening (then give the child some 'take up' time). If there are comments, you can follow up later if deemed appropriate.

Serious incidents

- If inappropriate behaviour persists and/or a more serious incident occurs, the staff will ask the child to cease the activity and take some reflection time on the benches (or an appropriate place during wet breaks). A restorative conversation will then be held before the child returns to play
- If the child does not respond to the request to take reflection time support from their class teacher or class TA the Pastoral Support worker or SLT can be sought. These staff will then follow the procedures set out in the main body of this policy

[illegible]