

Our Vision and Values

Our vision for the Diamond Learning Partnership Trust is to create schools where every child achieves his/her potential through relentless focus on high quality teaching and learning.

Ensuring all children make good or better progress in reading, writing and numeracy will be one of our core purposes. All staff will consistently and energetically use the most effective methods for teaching these basic skills. High quality training, from leading experts in literacy and numeracy, will equip them to do so.

Underpinning this will be:

- Outstanding day to day assessment and marking of children's work
- First rate systems for tracking, identifying and celebrating children's progress
- An exciting, relevant and inspiring curriculum
- Excellent support for the needs to each child

Rationale

At Great Staughton Primary Academy, we believe that it is essential for everybody to create a caring, supportive and positive ethos and environment for all. Children and adults thrive in a calm and purposeful learning community that respects and values every individual. We believe strongly that an emotionally literate school with a clear, ethos and policy of positive behaviour management helps support the social and emotional aspects of learning and behaviour patterns of our children and staff.

Aims

- To create an enriched emotionally literate environment that is safe and secure.
- To create calm and purposeful learning environments where children can learn with confidence.
- To foster and maintain respect for ourselves and others, our cultures and backgrounds, well-being and property.
- To encourage all children to take responsibility for their own choices, develop self-discipline, self-control and independence.
- To celebrate diversity, promote inclusion and enhance positive relationships in school.
- To enhance the quality of the learning and teaching through positive behaviour management and equality of access.
- To encourage children to reach their full potential by recognising their achievements and scaffolding their learning.
- To work in partnership with parents through effective communication to establish high expectation of behaviour and celebrate achievements.
- To support children with their behaviour using the resources within the school.

Guidelines

The school has worked with the local authority, governors, parents, staff and children to design a policy and procedures that support and foster an environment and ethos of positive behaviour. This policy will encourage and nurture good behaviour patterns for life. This policy sets out our systems and strategies that will help support the good behaviour of our learning community.

It sets out clear guidelines and roles and responsibilities to ensure that policy is practice and to allow the effective communication of our shared vision and expectations.

It is our belief that good behaviour stems from excellent relationships, clear expectations that have been communicated effectively and are modelled and challenged by all and by recognising and valuing achievement. It is also important to understand that we all make mistakes and that we can apologise and move forward without carrying our mistakes with us.

There are many complex reasons why behaviour expectations are not met and it is the duty of every adult to look carefully behind the behaviour to identify the underlying causes and support and tackle these hidden issues.

Handling Children – Positive Handling

- **Children should only be restrained by adults if they are likely to cause harm to themselves or others. Staff can use their professional judgement to intervene as a last resort where health and safety is a concern but they must be aware of the risk this poses to themselves and children.**
- **Adults should never be left alone with individual children in areas in which they cannot be supervised or seen.**

Strategies for supporting Good Behaviour

- Learning and teaching styles.
- Assessment for learning.
- Inclusion for all pupils.
- A curriculum that is exciting and engaging and reflects and values the community's cultural, social and linguistic diversity.
- Good classroom organisation and prior preparation.
- Self-evaluation.

Whole-school

- All staff understand and demonstrate the school's vision and core values.
- A focus on learning from all adults in school and the community.
- Positive behaviour, wherever it is observed, is noted and celebrated.
- Parents/carers contribute to the school's positive behaviour ethos.
- Behaviours we would like to see are taught explicitly through all curriculum areas including a clear PHSE focussed curriculum across the school.
- School assemblies are used to promote and develop social and emotional skills.
- Clear boundaries of acceptable behaviour are established and shared.
- Achievements are rewarded to promote self-esteem through achievement assemblies, certificates and the house merit system and the termly Reward Day.
- Children are supported by adults to resolve their own minor disputes. Peer mediation is used unless bullying is related to children or young people with protected characteristics.
- The pupil forum is recognised and valued as the student voice.
- Good attendance and punctuality are promoted and rewarded.
- All staff use clear management signals to establish expectations.

Stickers will be handed to a child/or put on work

Classroom Level

- The use of a calm manner.
- Discussion and reflection - recognising that everyone needs to have their say and be listened to.
- The use of positive language to promote desirable behaviours.
- Classes will use rewards and motivational strategies.
- Every child is welcomed in to the class and thanked at the end of the day with a smile and greeting, and throughout the day when possible.

Individual child level

- Children are encouraged to take responsibility and engage peers in showing positive behaviours.
- Headteacher stickers and certificates.
- Marking and feedback policy.
- Individual Behaviour Plans and/or Risk Reduction Plans that are shared with the pupil, parents and staff for children who find the school behaviour code a challenge.
- For children who are at risk of exclusion, outside agency support will be requested (e.g. EWO, Ed Psych) and a Pastoral Support Plan (PSP) may be written.

Thinking Space/ safe haven

Children who are finding it difficult to control their emotions may choose to or be directed to spend time on a specific table in their own class or a partner class. This will allow them to continue their learning or, if this is not possible because of their emotional state, they can catch up during a supervised break time or lunchtime for up to 15 minutes. These learning sessions will be recorded and their impact reviewed and assessed. **Angry or upset children should not be touched in any way unless being restrained by an appropriately trained adult or as a last resort where health and safety is a concern but they must be aware of the risk this poses to themselves and children. Children should be given space to calm down and supervised from a non-threatening and safe distance at all times.** This will protect children and adults and help prevent behaviour and incidents from escalating.

Additional Support.

Children who require additional support with their behaviour patterns will be monitored using a tracker sheet that monitors each session of the school day. If a child has thinking space, this will be discussed with the pupil and then if necessary the parent/carer. Children who are on the tracker will check in with the teacher on a daily basis and be reminded of the expectations. They will be checked out at the end of the day and thanked for their successes.

Head of school awards and stickers.

Teachers can send children to the headteacher to be rewarded with stickers or a certificate when they feel it is appropriate.

Celebration/Achievement Assembly

Every week, we have a whole-school sharing assembly, to which parents are invited, which celebrates children's learning. The focus of the certificates is kindness and caring, endeavour and 5 star learner. These will be read out and then displayed for one week on the achievement wall. Children will also be given a copy of their certificate to take home.

Behaviour Descriptions

Behaviour patterns that relate to an emotional state can vary in severity and magnitude. In order to help identify appropriate support for children in heightened emotional states we have graded levels of behaviour and possible consequences for these actions.

Class teachers will highlight positive behaviours in the class and encourage children to support peers who are showing level 1 behaviours. Rewards and positive strategies will be used regularly throughout learning to promote and support a change from negative behaviour to positive.

Staff will use positive language and try to change negative self-talk in order to support pupils when displaying inappropriate or negative behaviours e.g. I really like it when, I know that you can Occasionally, teachers will use their professional judgement to make reasonable adjustments to this policy for individual children

The levels of behaviour range from level 1 to level 4.

Level 1 is low-level interruptions.

Level 2 and 3 indicate more serious behaviours.

Level 4 have other health and safety implications and would warrant a separate plan or policy.

Level	Behaviour	Consequence	School Response
1	Irritating or rude noises Wandering round the classroom Lounging on desks or the floor Lateness in school Calling or shouting out Dropping litter Running	1. A quiet word or reminder from an adult. 2. Moved onto level 1 chart in classroom. 3. 5 mins of playtime lost.	
2	Unhelpful or uncooperative behaviour Throwing objects Swearing in conversation Making fun of another child's learning. Being unkind about a child's family Pushing Telling lies Teasing or taunting Misuse of the toilets Walking away from an adult when being spoken to Refusing to do work Continuation of level 1 behaviour	1. Timeout in the classroom. 2. Moved onto level 2. 3. 15 minutes playtime or lunchtime missed.	Recorded in class behaviour book by Class teacher (to be monitored every 3 weeks by SLT)
3	Wilfully damaging property/ Writing graffiti Swearing at another person when angry or upset or to cause upset Physical violence e.g. fighting, kicking etc Name calling or pejorative language relating to race, ethnicity, gender, gender identity, sexuality or appearance Misuse of classroom equipment Stone throwing or dangerous play Racism Refusal to follow instructions Bullying Leaving the classroom without permission Answering back/arguing with an adult Refusing to follow a timeout Inappropriate touching e.g. a pat on the bottom or pulling down trousers	1. Timeout in another class. 2. Playtimes and lunchtimes lost for one whole day. 3. Yellow Form completed and handed to SLT or hate incident form if hate crime. Raised with Head of School as there is a possibility that a Fixed Term Exclusion may be an appropriate sanction. 4 yellow forms received will result in missed Reward Day. Constant repetition may result in a Fixed Term Exclusion.	Behaviour Book Parents informed at end of day/phone call home Copy of yellow form to be given to parents (Responsibility of Class teacher) Possible meeting with SLT/Head Records of yellow forms kept in Head's Office
4	Extreme physical violence Behaviour that puts themselves, other children or adults at risk or in danger Prolonged bullying or threatening/violent behaviour Inappropriate sexual behaviour Stealing	Referral Fixed Term Exclusion Serious Incident form must be completed in detail and passed to SLT immediately.	Head of School to meet with parents.

Level 4

Adults should remove children and themselves from immediate danger. Support should be called for using the assistance cards and the child with the behaviour issue should be observed from a safe distance. It may be necessary to call for support from another class. By standing in doorways or choosing a good vantage point, this should be possible. A serious incident form will be written. Children displaying these behaviour patterns will be managing themselves outside this behaviour policy and staff and parents would need to consult the policy for children at risk of exclusion. Parents and carers will be involved in discussions about behaviours and each case will be discussed independently and confidentially. Investigations into health and safety requirements may be appropriate at this stage. **Children should only be restrained by a trained adult.**

In conclusion, developing and fostering good behaviour patterns is an integral part of everything we do at Great Staughton Primary Academy. Every aspect of school life communicates a message about our expectations to our children. The diverse experience and emotional and social curriculum, a comprehensive PHSE curriculum along side our clear behaviour policy promotes the importance of listening to the messages our children give back to us.

This policy recognises that as adults in a learning community we have a responsibility to ensure that our provision promotes inclusion, values diversity and scaffolds all learning and experiences to meet the needs of the children. Inappropriate behaviour is a signal that at some level we are not meeting the needs of that child.

Exclusions

The school follows national guidelines, policies and procedures when the regrettable decision to exclude a child is made.

These are outlined in the document below:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Preventative Strategies

Level 1	Level 2	Level 3	Level 4
Visual reminders	Pre-empt behaviours Model expectations and behaviour	Role play /circle time to address specifics	
Circle time/PSHE	Clear guidelines, roles and boundaries rules	Age related understanding	
Establishing class rules/full value contract	Class contract- constant reminders	Giving a child individual time to listen to them	
Modelling good manners and behaviour	Distractions, reducing the opportunity for misbehaviour	Understanding child's issues at home	
Explaining, exploring and ensuring understanding of why rules are there	Knowing children's needs	Remaining calm – not making assumptions about behaviour	
Praise good behaviour	Modelling appropriate treatment of property/resources and establishing expectations	Involvement of learning mentor	
Daily focus	Publicly praising work and asking children to give positive feedback about each others' work	Liaising with parents	
Team/group table points			
Positive feedback to parents			
Achievement certificates/rewards/hp's			
Being prepared with lessons and organised			
Having a sense of humour			

Other policies which contribute to our behaviour policy are:

Anti bullying policy

Equalities policy

E-safety policy

Safeguarding Policy

Further advice can be sought from www.gov.uk

Attendance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_attendance_sept_2014.pdf

Behaviour

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools -
A guide for headteachers and school staff 080115.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_080115.pdf)

Whistleblowing

<https://www.gov.uk/whistleblowing-procedure-for-maintained-schools#whistleblowing-procedure>

Anti-Bullying

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182421/DFE-RR098.pdf

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues
www.anti-bullyingalliance.org.uk

Parentline Plus – advice and links for parents <http://www.familylives.org.uk/>

Race Hate or other Hate incidents

<https://www.gov.uk/report-hate-crime>

Appendix A

Yellow Form

Date: Time:	Class/Year:	Name/Names:
Incident:		
Reported to: Action taken:	Reported by:	
Signed:	Date:	

This form must be handed straight away to the Head of School or Deputy Head and also copied and handed directly to the child's parent/carer on the day of the incident.

Appendix A

Reverse of Yellow form

Great Staughton Primary Academy – Behaviour Incident

Child:

Year Group/Class:

Date:

Time:

Antecedent (What happened before the incident?)	Behaviour (Describe the behaviour or concern?)	Consequence (What were the results/reactions?)	Comments