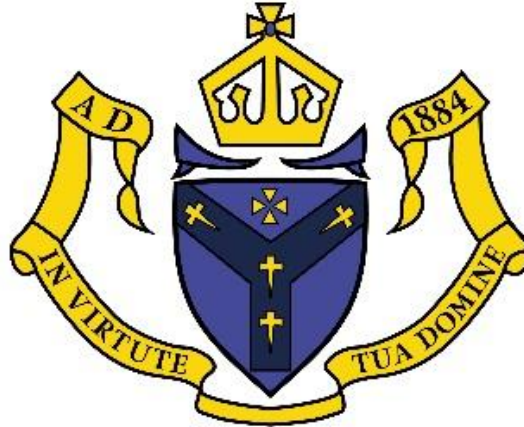


*Creative, courageous and aspirational in the strength of God.*

## Sissinghurst Church of England VA Primary



The Governors and Staff of Sissinghurst (VA) Church of England Primary School believe the policies and procedures we write help us to continuously improve the school and develop our pupils to become life-long learners and valuable citizens of the future.

### Our School Vision

We are a strong 'family', passionate about providing creative and aspirational learning opportunities. We are courageous advocates for the planet, learning to speak out for others' locally, nationally and globally. Rooted in the strength of God, we respect, cherish and nurture the unique abilities of each member of our community.

We are dedicated to providing an education of the highest quality within the context of Christian belief and practice. Our Christian values of:

Kindness   Forgiveness   Courage   Service

Policy Title:	<b>Behaviour Policy</b>
Date:	<b>September 2023</b>
Review Date:	<b>September 2026</b>
Reviewed by:	<b>FGB</b>
Approved by:	<b>FGB</b>

## 1. Policy Statement

Sissinghurst Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our Christian values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners.

## 2. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

## 3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice and summarised in our Behaviour expectations in Appendix A.

## 4. Expectation of Adults

We expect every adult to:

- ☺ **Meet and greet** at the door.
- ☺ Refer to '**Be Ready, Be Respectful, Be Safe**'
- ☺ **Model** positive behaviours and build relationships.
- ☺ **Plan** lessons that engage, challenge and meet the needs of all learners.
- ☺ Use a **visible recognition** mechanism throughout every day.
- ☺ Be **calm** and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- ☺ **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- ☺ **Never ignore** or walk past learners who are behaving badly.

Teaching Staff will uphold the Teachers' Standards (See Appendix B for detail).

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

#### Leaders

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Leaders will:

- Be a visible presence in the school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go over and above expectations
- Encourage use of Positive Postcards and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

#### 5. Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Sissinghurst, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Learning and Effort	House Points	For effort and successes in their learning. 1 HP – good effort / achievement 2 HP – outstanding effort / achievement Teachers to determine the system for recording house points in the classroom. These will be collected weekly by year 6 monitors and celebrated in Friday's Celebration Assembly.
Learning and Effort	House Points	Children and staff to sit in House Teams for Wednesday Collective Worship.
Learning and Achievement	Weekly Celebration Assembly	Friday at nine o'clock Teachers to read to the children and explain the learning / achievement, etc. House point weekly totals to be celebrated. Any other recognitions to be celebrated, including sporting achievements.
Values and Behaviours	Recognition Board	In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour relevant at that time to that class. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils' behaviour.
Values and Behaviours	Positive Postcard	These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. They will be taken home by the child at the end of the day. There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers to have a pile of postcards accessible in the classroom for cover teachers. Visitors will also be given them for when they recognise 'over and above' behaviour.
Values and Behaviours	Positive Postcard	Some children may collect quarters of a postcard as part of their PSP / BSP
Learning, Attitudes, Values and Behaviours	Positive Calls Home	Any member of staff can call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

## 6. Managing Behaviour

Engagement with learning is our primary aim at Sissinghurst Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Staff at Sissinghurst praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given time in-between steps.

### Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at Sissinghurst deal with behaviour without delegating. Staff use clear steps 1-6 for dealing with poor conduct (See Appendix C).

### Serious Incidents:

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred *immediately* to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking others

In the most serious incidents when a child is at risk of hurting themselves or others, a Positive Handling approach will be used. The term 'positive handling' describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. Restraint is only a small part of the framework. Holding may form part of a positive behavioural support response if it calms and soothes the individual. Even when holding is necessary as a safeguarding response, the expectation is that people communicate with the child, assess the situation and continue to look and listen for opportunities to divert and de-escalate.

If any item is considered to be a danger is brought into school (eg a weapon or dangerous item such as a lighter or matches) the DfE Searching, Screening and Confiscation guidance will be followed.

## 7. Restorative Practice

Sissinghurst Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Sissinghurst Behaviour Expectations). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (Appendix D – Restorative Practice approach at Sissinghurst Primary School)

## 8. Recording:

All members of staff are trained to use CPOMs (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information.

## 9. Exclusions:

Exclusions and suspension - see separate policy.

## 10. Language:

At Sissinghurst Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

## 11. Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

#### 12. Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural concerns as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them.

In these cases, the Inclusion Manager will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Time to Talk, as advised by the Inclusion Manager, outside agencies, and according to advice from the educational psychology service where appropriate.

#### 13. Related Policies:

Includes - Child Protection, Health and Safety, Exclusions.

DfE guidance eg Searching, screening and confiscation – July 2022, Behaviour in Schools Guidance – September 2022, Use of reasonable force – July 2013.

Sissinghurst Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

### The Sissinghurst Way

This is how we do it here.....

At Sissinghurst Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do.

#### Visible Adult Consistencies

- 1. Meet and greet
- 2. First attention to best conduct
- 3. Calm and caring

#### Rules

- Be Ready
- Be Respectful
- Be Safe

#### ‘Over and Above’

- 1. Values
- 2. Attitudes
- 3. Effort
- 4. Initiative

#### Relentless Routines

Wonderful Walking      Legendary Lining-Up      Heroic Hands-Up      Terrific Transitions

#### Behaviour Management Steps

- 1. **Redirection** (Non-verbal cues)
- 2. **Reminder** (3 rules privately)
- 3. **Caution** (Outlining behaviour and consequences)
- 4. **Last Chance** (30 second intervention)
- 5. **Time Out** (Cool off elsewhere)
- 6. **Repair** (Restorative conversation)

#### Microscript (30-Second Intervention)

- **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now.
- **At Sissinghurst, we...** (refer to the 3 school rules – ready, respectful and safe)
- **Because of that, you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **See me for 2** (or up to 5) minutes after class/during break.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening...** then give the child some ‘take up’ time.

#### Restorative Conversation

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

**PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: TEACHING**

A teacher must:

**1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
  - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



## Appendix C: Steps to Manage and Modify Behaviour:

Steps	Actions
1.Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2.Reminder	A reminder of our three simple rules: Be Ready, Be Respectful, Be Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3.Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
4.Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started...</li> <li>• At Sissinghurst, we... (refer to the 3 school rules, Be ready, Be respectful and Be safe)</li> <li>• Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 2 (or up to 5) minutes after class/during break.</li> <li>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening... then give the child some 'take up' time.</li> </ul>
5.Time Out	Time out might be a short time away from the classroom with another class/TA/nurture room/calm space if part of PSP/BSP or provision map It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
6.Repair	This might be a quick chat at break-time in or out of the classroom or a more formal meeting Restorative Practice: 5 questions is usually enough from the following: <ul style="list-style-type: none"> <li>• <b>What happened?</b></li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• <b>Who has been affected?</b></li> <li>• <b>How have they been affected?</b></li> <li>• <b>What should we do to put things right?</b></li> <li>• <b>How can we do things differently in the future?</b></li> </ul> Consequences Reflection: Up to ten minutes of time missing break for in-class behaviour Up to five minutes of time standing by an adult at a designated area for in-playground behaviour. Additional work to be completed at break time or that evening, parent and

	<p>returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.</p> <p>Follow-up If a child has two incidents in a week requiring reflection (Step 6), the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring reflection, a face- to-face meeting between the teacher and parents/carers will be arranged. The Key Stage Lead or member of SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.</p>
Consequences	<p>Reflection:</p> <p>Up to ten minutes of time missing break for in-class behaviour</p> <p>Up to five minutes of time standing by an adult at a designated area for in-playground behaviour.</p> <p>Additional work to be completed at break time or that evening, parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.</p>
Follow-up	<p>If a child has two incidents in a week requiring reflection (Step 6), the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged. The Key Stage Lead or member of SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.</p>

## Appendix D – Restorative Practice at Sissinghurst Primary School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1:

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?