Shears Green Junior School

Behaviour Policy

Approved by:		Date:
Last reviewed on:		
Next review due by:		

Shears Green Junior School

Behaviour Policy

(This policy may be adapted appropriately for individual children who have an additional need)

Aims and objectives of the policy:

- Support the educational and other aims of the school
- Create a positive culture that promotes and reinforces positive behaviour choices, ensuring that all pupils have the opportunity to learn in a calm, safe, happy and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To prevent and tackle bullying
- To ensure that our school has an anti-bullying culture whereby no bullying, including bullying between adults and children, will be tolerated
- Ensure that the conduct of all members of the school community is consistent with the values of the school
- Ensure all pupils have the opportunity to learn positive social behaviour and be taught explicitly what good behaviour looks like in order to promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood

Rationale:

The Education Endowment Foundation's report: 'Improving Behaviour in Schools' suggests that understanding individual pupils, training teachers in classroom management, and having a consistent approach across the school will best support behaviour. At Shears Green, we are clear that children must have the opportunity to flourish in an environment where they are understood, have their needs met, and where they are prepared for the next stage in their education and lives. We believe all pupils should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school's community are role models for the pupils – they depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school's community has a part to play.

Related Policies and Documents:

This policy links with a number of other school policies:

- Governors Statement of Behaviour Principles
- Child Protection and Safeguarding Policy
- Online Safety and Acceptable Use Policy
- Equality Policy
- Positive Handling Policy
- Anti-bullying Policy
- Staff Code of Conduct

Expectations on behaviour set by DFE

The Department for Education (DFE) outlines the expectations of what a school behaviour/pupil discipline policy should entail. In their guidance: 'Behaviour in schools: advice for headteachers and school staff 2022' they advise that the headteacher of a maintained school must determine measures which aim to:

- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour of pupils;
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils

Governing Body's Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance, Behaviour and discipline in schools, January 2016, requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Head Teacher in determining measures to promote good behaviour. The Behaviour Policy should ensure that functions are carried out with a view of safeguarding and promoting the welfare of pupils. ***The Governing Body's statement of behaviour principles can be found as Appendix 1 and on the school website.***

Principles:

At Shears Green, there are three key principles of behaviour management that we follow. Discussion of these principles clarifies the rights and responsibilities of all members of our school communities.

1. Being Inclusive

- Some individuals need more support than others in learning to meet the school's expectations of behaviour
- The deregulated behaviours of some vulnerable pupils need to be tackled with an understanding of individual pupil needs
- Our school has to have due regard to the Equalities Act 2010 and the need to proactively make reasonable adjustments in applying policies
- We have a responsibility to teach social behaviour to all pupils
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable
- All pupils have the right to be educated no matter how challenging their behaviour
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population

2. Being Positive

- Parents and carers need to be as fully involved as possible
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave
- We should recognise acceptable behaviour through positive reinforcement
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour

3. Being Assertive

- Teachers have the right to teach; pupils have the right to learn
- Pupils and staff have the right to feel safe in school
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour

Making Sense of Behaviour

Our Behaviour Policy is founded upon the following assumptions:

- All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child.
- Distressed or challenging behaviour includes behaviour that:
  - Prevents participation in appropriate activities
  - Isolates the pupil from his/her peers
  - Affects the learning & functioning of other pupils
  - Drastically reduces the pupil's opportunities for involvement in ordinary community activities
  - Makes excessive demands on staff resources
  - Places the pupil or others in physical danger
  - Makes the possibility for future placement difficult
  - Perpetuates low self-esteem

Classroom Management

Our school rules: *'Respect. Ready. Safe'* and values: *'Kindness. Honesty. Courage. Curiosity'* form the basis of our whole school and classroom behaviour management and are a vital part of setting clear expectations throughout the school. It is vital that these rules and values are discussed and referred to as part of our behaviour management strategies. *Please see Appendix 2 for further information on our school behaviour strategy.*

Managing Behaviour in a Positive Way

Clear Expectations

If we want our pupils to learn to behave in a particular way, we are all responsible for making it clear to them how we want, and more importantly, how we expect them to behave. This will be in day to day interactions as well as Friday taught behaviour sessions.

Many of our pupils have difficulties at one time or another in understanding what is required of them. This may be because of:

- Language delay or impairment
- Cognitive or sensory impairment
- Emotional disturbance
- Confused, chaotic or simply unfamiliar social situations or contexts
- Or, in many cases, simply confusing messages or expectations from adults

When we are establishing new routines, when established routines are disrupted or when we are dealing with 'one-off' situations, for disturbed or distressed pupils, then we need to make sure that our instructions or expectations have been communicated and received clearly, by:

- Checking that we have the pupils' attention, and that eye contact is established
- Where possible and appropriate, with younger or smaller pupils, bending or crouching down to the pupil's level if necessary
- Speaking slowly, gently and clearly, breaking complex instructions down into simple, single-stage commands if necessary
- Reinforcing our verbal communication with appropriate gestures/signs
- Repeating our instructions if necessary or asking pupil to repeat back what is required of them
- Modelling the desired behaviour
- Using a physical 'prompt' only if the pupil is calm enough and always in accordance with school policy.
- Using a social story to rehearse the change in routine we are expecting

It is extremely important that we have high but realistic expectations of what is acceptable behaviour in school and within the wider community, and that we constantly seek to raise those expectations amongst staff, amongst governors, with pupils and with parents/carers. In this way we will also be able to raise expectations of appropriate social behaviour amongst people in the wider community.

Use of Behaviour Modelling and Physical Prompts

For some of our younger (or developmentally younger pupils), the use of behavioural modelling and physical prompts will be necessary to assist communications regarding expectations and encourage an action/behaviour by physical means. This may include:

- Helping a child carry out a particular action e.g. tracing/copying letter
- Guiding a child towards a desired behaviour e.g. 'hands down'; 'look at me'; 'sit down' – as part of a 'calming' routine
- Motivating a child to comply with requests and follow routines
- Avoiding external danger to the child e.g. holding hand while crossing the road
- Diverting a pupil from destructive or disruptive behaviour
- Discouraging destructive or disruptive behaviour e.g. by holding to reassure
- Modelling the required behaviour, or drawing attention to behaviour modelled by other, perhaps older, (or developmentally older) pupils
- Use of a member of staff's physical presence to obstruct or restrict pupil's movement e.g. to prevent a young (or developmentally young) child running out of school

Firm Boundaries

Having communicated our expectations clearly, we may well find that some of our pupils do not comply with the requests boundaries. This may be because:

- They are testing the boundaries to see if we really mean what we say
- The task that they are being asked to perform is too difficult for them
- The task that they are being asked to perform is too easy for them, or is not intrinsically interesting/motivating to them
- They are upset by something that has happened (or that they think may happen) outside the present situation e.g. at home, in the playground

- They are upset by something that has happened (or that they think may happen) within the present situation e.g. dispute with, or bullying from, other pupils
- They hope to attract or retain adult or peer group attention by not observing boundaries for acceptable behaviour i.e. they are 'attention-seeking'
- Boundaries are inconsistently maintained
- The child perceives the sanction as unfair or unjust
- They have low confidence and/or self-esteem
- They have a very short attention span and are unable to remember what they should be doing
- There may be some biological/medical condition that reduces their ability to control their behaviour
- They have difficulty in coping with authority or with conflict and/or dealing with their own fears or anxieties
- They have poorly developed social skills
- They have learned inappropriate behaviours

However, we need to always listen to pupils who are challenging boundaries and be very clear about which boundaries need to be 'non-negotiable'.

Matching Learning to Individual Pupil Needs and Interests

If we are working to achieve this kind of match, then the next focus for our attention and one of the prime responsibilities of all teachers, needs to be the matching of learning to individual pupil needs. Some questions we should always ask ourselves (and each other) about learning are:

- Is the learning intention shared with the pupil? Do they feel committed to achieving it?
- Does the learning challenge them appropriately – i.e. not too hard or easy, pitched at a level that enables them to experience success?
- Is it relevant to their lives/interests?
- Is the context for learning meaningful to the pupil or made meaningful by some means?
- Does it require practical engagement – i.e. do they actually have to do something practical or use concrete materials?
- Does it have a strong multi-sensory element – i.e. does it require as wide a range of sensory engagement (sight; hearing; touch; smell etc.) as possible?

It will rarely be possible on all occasions to meet all these criteria, but their inclusion as features of planned learning activities can contribute to a better match with pupil needs/interests/styles and lead to a reduction in disaffected behaviour. They also contribute to improving achievement by pupils with learning difficulties, lead to increases in self-esteem and support the development of each pupil's positive self-image as a learner. Both of these enhance his/her ability to take advantage of the learning opportunities offered.

Praise: the most powerful form of influencing children's behaviour

Types of behaviours that will be praised:

- Keeping the school rules of Respect, Ready, Safe
- Demonstrating the four school values: kindness, honesty, curiosity, courage
- Completing work to the best of their ability
- Remaining on task
- Moving around the school sensibly and lining up sensibly
- Showing improvement
- Setting a good example
- Playing nicely

- Continued good behaviour – being their very best version

Policy on Suspensions

If a serious incident occurs, pupils may be issued a suspension from the school by a member of the Senior Leadership Team, in line with the Local Authority's 'Suspension Guidelines'. In consultation with the Head Teacher and parents, a pupil may be removed from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds.

Pupils may also be suspended from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are suspended, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' suspension parents, staff and pupils will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour support plan will be drawn up which includes this support.

Monitoring and Tracking Behaviour

Information regarding behaviour incidents is collected in school and passed to the Senior Leadership Team via CPOMs. The data is monitored, and necessary action taken.

This behaviour tracking will provide the Senior Leadership Team with an overview of pupil progress. If a pattern of dysregulated behaviour emerges, staff will begin a series of interventions.

Parents will be sent a letter/invited to a meeting to inform them that we have concerns about their child's behaviour. The Senior Leadership Team/SENCO/Pastoral Support Manager will discuss with parents' strategies to further support their child's behaviour. *These may include:*

- Home school communication
- Individual Education/Behaviour Plans
- Pastoral Support Programme

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

Positive Handling/reasonable force

To maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of positive handling to control, restrain or direct pupils.

Who can use reasonable force?

Physical contact may be used by all members of the school staff to control, restrain, or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting themselves or others, or from seriously damaging property. All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

What is reasonable force?

It is lawful for all teachers and other staff as described above to use 'reasonable' force. The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury.

Parental permission may be sought in advance if deemed necessary. Any occasions when reasonable force is used will be recorded. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Screening, Searching and Confiscation

Searching

School staff can search a pupil for any item if the pupil agrees (the ability to give consent may be influenced by the child's age or other factors). **Headteachers and staff authorised by them** have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- cigarettes, tobacco paper, e-cigarettes and vapes
- fireworks
- inappropriate images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Screening: What the law allows

In the event of the requirement for searching or screening a pupil, the school works in line with the Department for Education's Searching, Screening and Confiscation Guidance.

Schools can require pupils to undergo screening. Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not suspended the pupil and the pupil's absence should be treated as

unauthorised. The pupil should comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Discipline beyond the school gate

The school strives to ensure that our students can translate our set of behaviour standards outside of the confines of the school gates. We recognise that 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 head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

All non-criminal and bullying behaviour outside of the school gates, which is witnessed by a member of staff, or reported to the school, when the child is:

- Travelling to or from school.
- Taking part in any school organised or school related activity.
- Wearing school uniform.
- In some way identifiable as a pupil at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of our community.

will initiate a response where Shears Green, adhering to our agreed behaviour policy, will enforce its right to address this behaviour with a pupil in school.

Should any external incident have implications in school, it will be investigated, and steps will always be taken to safeguard our children. For example, children are not allowed to use mobile phones on the school site. If an incident occurs on social media that causes distress or disruption to a child in school, then school will support families in addressing it and act appropriately which may include contacting other parents/ carers and even the police.

Shears Green will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Shears Green will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A child and their family also have the right to contact the police if they feel that a criminal offence has been committed.

Roles Rights and Responsibilities

The role of the class teacher and TAs (including HLTAs and learning mentors)

- It is the responsibility of class teachers to ensure that the rules and values are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- Adults in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability.
- Class teachers and TAs enforce the rules consistently.
- Teachers and TAs treat all children with respect and understanding and take into account each child's individual needs (both educational and emotional).
- Teachers will display the rules and values in their classroom.

- Teachers should also ensure the 5-point scale is on display in each room to promote emotional literacy and support children's emotional regulation.
- If a child demonstrates behaviour that is unsocial or anti-social, the class teacher keeps a record of all such incidents on CPOMS. TAs may also record incidents on CPOMs if the children have been behaving this way in their direct care. In the first instance, the class teacher or TA deals with incidents themselves in the normal manner.
- However, if unsocial behaviour continues or anti-social behaviour is evident, the class teacher or TA may seek help and advice from the learning mentors or senior leadership team (SLT).
- The class teacher liaises with the SLT as necessary, to support and guide the progress of each child.
- The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child. This communication will be recorded on CPOMS and reported to SLT.
- Adults are responsible for teaching and supporting children with behaviour skills and self-regulation.
- Adults provide opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.

The role of the headteacher/SLT

- It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The HT/SLT will liaise with other external agencies, as necessary, to support and guide the behaviour of each child.
- he HT/SLT may, for example, discuss the needs of a child with the education social worker or LEA
- The HT/SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The HT/SLT keeps records on CPOMS of all reported serious incidents. It is the responsibility of the headteacher/ Deputy headteacher to ensure that all behaviour incidents reported on CPOMS have their actions recorded.
- The HT has the responsibility for giving suspensions to individual children for serious acts of behaviour. For repeated or very serious acts of behaviour which is not pro-social, the HT may permanently suspend a child. These actions are taken only after the Chair of Governors has been notified.

The role of parents

- The school rules and values are shared with parents/carers, and we expect parents to read them and support them.
- We expect parents to support their child in following the rules.
- We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- Parents will be informed if their child has behaved unsocially or antisocially and also if they subsequently go onto a behaviour plan.

- If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school.
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and subsequently the DHT or HT.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues.

The role of pupils

- Comply with the school expectations and work to the best of their abilities, allowing others to do the same.
- Demonstrate the school values and follow the school rules.
- Value all children regardless of age, gender, race, ability, and disability.

Appendix 1: The Governing Body's Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance, Behaviour and discipline in schools, January 2016, requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head Teacher in determining measures to promote good behaviour.

We believe that everyone in the school has rights and responsibilities and that all pupils have the opportunity to make positive choices about their behaviour. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Key Principles of Behaviour Management

There are three key principles of behaviour management.

Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parents, governors about which expectations are nonnegotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps use to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.

Being Positive

- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive

We believe we all have rights ...

- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

In addition:

- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it will also provide guidance on use of reasonable force.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The Behaviour Policy will clearly reflect the school's approach to exclusions.
- Pastoral care will be provided to any member of staff when an allegation has been made of misconduct.
- Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school.

Beyond the School Gate

The Behaviour Principles outlined in this statement applies to pupils, when in school; engaged in extracurricular activities; when travelling to and from school; on educational visits and when being educated in any school-organized/related activity off site, and in the community.

Our school is inclusive; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Review

This statement and our Behaviour Policy will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review.

Appendix 2: School Behaviour Strategy – Our therapeutic Thinking Approach

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial feelings of everyone within a setting. We believe that children must have the opportunity to flourish in our school where they are understood, have their needs met, and where they are prepared for the next stage in their education and lives.

The Therapeutic Thinking approach to behaviour is based on the principle that:

- Negative experiences create negative feelings. Negative feelings create negative behaviour
- Positive experiences create positive feelings. Positive feelings create positive behaviour

At Shears Green Junior School, we recognise that Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.
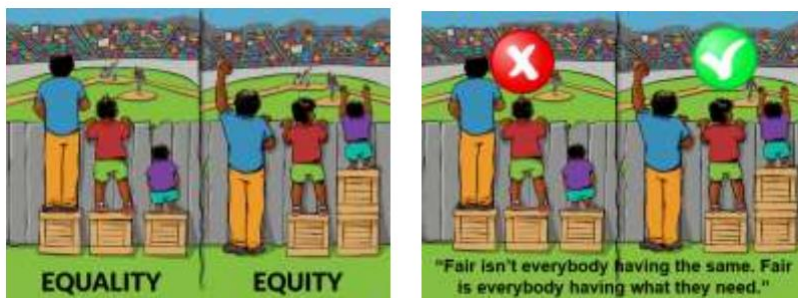
We recognise that Children who have Risk Factors in their lives are more likely to have negative feelings and are therefore more likely to display negative behaviours. Whilst an educational setting cannot eradicate all the risk factors a child may have experienced or be experiencing, it can look to ensure the child has as many protective factors and positive experiences as possible, in order to create more positive feelings within them.

We recognise that behaviour can be prosocial, unsocial and antisocial. We define these behaviours in the following way:

Behaviour

- Anything a person says or does, which is everything we see or hear
- How you act or conduct yourself, especially towards others
- Everything from the most prosocial to the most extreme antisocial

Prosocial Behaviours

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Unsocial Behaviours

- Not seeking or giving to association with others
- Unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed, but not to the detriment of self or others

Antisocial behaviours

- Behaviour that causes harm to an individual, the community or to the environment

- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person
- Behaviour that is contrary to the laws and customs of society

Our approach enables us to create clear procedures that outline how staff should respond to all behaviours.

Our aim is to foster the independence of children by teaching them how to develop internal discipline. The aim being that they are always able to behave pro-socially, without the need for adults to manage this.

Our school rules: *‘Respect. Ready. Safe’* and values: *‘Kindness. Honesty. Courage. Curiosity’* form the basis of our whole school and classroom behaviour management and are a vital part of reinforcing pro-social behaviour.

It is vital that these rules and values are discussed and referred to as part of our behaviour management strategies and are promoted through the school, in all working areas, classrooms, hall and corridors. We will expect the rules to be upheld by the whole school community at all times. The rules and values will be discussed with the children initially in Term 1 and at regular intervals including within PSHE sessions and assemblies.

We believe that these rules and values should be promoted in a positive way through example and recognition. We will encourage children at all times to think before they act and take responsibility for their own actions.

Our behaviour pathway

Pro-social

At Shears Green, we focus on encouraging and noticing prosocial behaviour. Our behaviour pathway starts with this. These pro-social behaviours are identified as (but not limited to) following the school rules and displaying the school values.

For displaying this behaviour, pupils will receive non-verbal and verbal praise and recognition. This recognition can take the form of:

- ‘In the moment’ value/ best version of yourself stickers
- Certificates awarded in values assembly
- Being given the best seats in the house during assembly
- Walking the school dog/visiting the school animals
- Headteacher certificates sent home
- Senior leader stickers
- Award of a Golden t-shirt

Unsocial

Unsocial behaviour is identified in our school as (but is not limited to):

- Refusing to join in
- Not listening
- Being unkind
- Stopping others from learning for short periods

If children display these behaviours, they will receive a verbal warning and logical consequences. A logical consequence is a consequence related to the action (e.g. the child picking up the pot of pens that they have knocked over). If the behaviour persists, the child will have some reflection time (e.g. in a shared area) where they will complete an educational consequence. This can take place during a break time. An educational consequence is the

learning, rehearsing or teaching so the freedom can be returned. This may take the form of a restorative conversation.

Antisocial

Anti-social behaviour is identified in our school as (but not limited to):

- Hurting others
- Rude and disrespectful
- Being unsafe
- Damaging property

If children display these behaviours, a member of the pastoral team (or SLT) should be contacted and protective consequences will be implemented. These could include one or more of the following:

- Going to a safe space
- Restorative conversation
- Behaviour plan (including meeting with/contact with parents)
- Reduction in playtimes/alternative playtimes

Some behaviours are so extreme that they require actions which go beyond those identified above. The Headteacher, Deputy Headteacher or Assistant Headteachers will make a decision at this point as to whether or not the behaviour leads straight to a higher level of sanction. This may take the form of a fixed term suspension.

Lunchtimes

Our behaviour pathway and associated actions for Pro-social, unsocial and antisocial behaviours will be applied by our Lunchtime team.