



Southfield
PRIMARY ACADEMY

Behaviour Policy

September 2021

Approved by:	Matt Green	Date: September 2021
Last reviewed on:	October 2019	
Next review due by:	August 2023	

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Vision and values

Our Purpose

WHAT WE STAND FOR

Our purpose is simple. It's to make our people become the best they can be. This is our reason for being and why we established the Trust in the first place. By working together as a partnership of schools, with a core set of values and a real and tangible vision, we believe that we can achieve far more as a partnership than by working alone.

OUR CORE VALUES HELP US FULFIL OUR PURPOSE

So that we can fulfil our purpose (or our 'why'), we have a number of core values that drive all that we do. These serve as our guiding principles that help us navigate and should be nurtured for their own sake. We believe that our values stand the test of time and allow us to stay true to our purpose.

Our values are built around five key beliefs based on the Latin word Genus, which means kind. Kindness therefore underpins all that we do.

G	Give as good as you go Always try to be the best version of yourself, be polite, kind and helpful, try your best all the time, persevere when things get tough, don't give up and seek help if struggling
E	Everyone insists on Excellence The standard you walk past, is the standard you accept and so we must expect excellence from everyone. Nobody is too big to do the small things to bring about excellence in our organisation
N	Nobody left behind In our Trust everyone is equal, no one gets left behind. If someone needs some help, we offer help because we recognise that we may be in this position one day. No one is afraid to ask for help because we all know that someone will be there to help us
U	Understanding We recognise that everyone in our Trust is unique, has their own personalities, traits and qualities and that these are all accepted. Everyone in our Trust is empowered to be the person they are and they all bring something special to our school
S	Self-belief We all have to believe that we can be successful in whatever it is we are doing, but we know that success might not come straight away. We know that sometimes we have to work harder than anyone else but, in the end, that hard work will pay off

OUR VISION

OUR VISION ENSURES WE FULFIL OUR PURPOSE

Our vision statement aims to describe the future in a way that is tangible and real. It is values-led and underpins all that we choose to measure.

Everything that we do is designed to ensure we fulfil our core purpose which is to make our people become the best they can be. We do this in three ways:

- By placing the needs of all our young people at the centre of everything that we do
- By creating an exceptional school that is relentless in its pursuit of being the best we can be
- Being driven by our core values to deliver a world-class education, with a strong sense of social responsibility

Active ingredients of our behaviour strategy

- Calm, consistent adult behaviour
- Respectful, polite speaking and active listening
- Equality of adult authority
- Positive language choices used wisely and with integrity
- First attention to the best conduct
- Clear, concise and consistent communication
- Reasonable adjustments to acknowledge equality of opportunity
- Relentless routines, taught and practised
- Enable success, because success breeds motivation

School rules and expected behaviour

Exceptional behaviour is at the heart of effective learning. In order for Southfield to have a calm and purposeful atmosphere, we have three rules:

- be ready
- be respectful
- be safe

A calm and purposeful atmosphere relies on more than rules though.

Adults clearly explain what desirable behaviour looks like and below are examples related to our rules:

Ready	Respectful	Safe
Come to school on time.	Greet adults politely when we arrive each morning.	Move calmly around the school and outside.
Look at and listen to the person talking.	Thank the adults that we work with at the end of the day when we leave.	Use all equipment properly.
Follow instructions the first time.	Pick up after ourselves and others.	Kind hands and feet.

Start work straight away.	Do things for others because it feels good.	Tell an adult if something is wrong.
Wear the correct uniform.	Work hard in lessons.	Play only in the places allowed.
Line up promptly.	Notice when others have done something for me.	Ask permission to use the toilet so adults know where you are.
Come to school with the correct equipment.	Hold doors open.	Use technology responsibly.
Tidy up after yourself so that we are ready to start the next activity promptly.	Win gracefully.	Feet and the legs of chairs remain on the floor in the classroom.
	Use people's names.	Catch and bin coughs and sneezes.

Setting and maintaining social norms

Good behaviour is taught, not told so adults teach children how to behave. We use routines, rewards and sanctions to encourage children to do the right thing. Adults will:

- Explain **clearly** what we expect, provide examples and **model** it.
- **Tell children why** good behaviour is important and **get them to explain** it to each other and the group.
- Narrate **positive recognition** for children doing the right thing.
- Frame instructions using **positive language**.
- Gain attention, **pause**, then give an instruction.
- **Only talk** when the group is **silent** and looking at you.
- Have a **signal for silence** such as a bell.
- **Stand still** to speak and give **good eye contact**.
- Explain **expectations before** the children follow an instruction.
- Break expectations into **small chunks** and provide lots of practice.
- Arrange furniture with a **clear purpose**.
- Have a **lining up order** and instruct line leaders to **stop** at given points.
- Keep expectations at all times – **don't ease off**.
- **Reboot** expectations regularly.

They will also:

- **Avoid asking 'why'** questions when dealing with misbehaviour.
- Use **partial agreement (maybe, but)** to stop conversations going off on a tangent.
- **Draw attention to the majority** meeting expectations rather than the minority not doing so.
- Give **conditional permission** when children ask to do something 'When you have started your work, then I can come over and help you'.
- **Narrate the reason** for tidying up: If we leave this room like this, someone will have to stay later and see their families later. That isn't right. Let's do this together now...
- **Narrate the reason** for not wasting food: It has taken three hours to cook the food and putting it in the bin is not right. Eat all you take.

Creating a feeling of belonging

If we do not show children they belong to our community, they will find somewhere else to belong. What adults say to children and about children makes them feel like they belong:

- 'I'm telling you this because **I have very high expectations** and **I know that you can reach them.**'
- Highlight **interests** and **experiences** you and children have **in common**.
- Narrate that **care deeply about them** and want them support them to reach the **high standards we have**.
- Tell children **how hard you work** for them preparing lessons etc.
- Show **kindness** as the default in **every** situation.
- Show a **genuine interest** in children's lives.
- Emphasise the **similarities, shared values** and **common identity** between children.
- Narrate **what makes Southfield special** regularly.
- Narrate a **child's value** to the group.
- Tell children that **they belong** to the group.

Adults teach children important social interactions which make a group more cohesive:

- Teach children to **notice** when someone has done something for them.
- Encourage **new friendships**.
- Involve children in **choosing awards** for their peers (such as the WOW wall).
- Encourage children to **take joy in the success of others** and to appreciate their hard work.
- Encourage **humility in success**.
- Encourage children to see their **peers' points of view**.

Adults set tasks for children that bring a group together as a team:

- Children **greet teachers politely** each morning / first time they see them.
- Children **thank teachers** at the end of each day.
- Show **kindness** as the default in **every** situation.
- Involve children in **choosing awards** for their peers (such as the WOW wall).
- Get children to think / write / talk about **values important to them**.
- Develop a **collective activity** e.g. song / dance / game.

Enabling success

Success breeds motivation so children need to feel successful if they are going to commit to working hard and taking risks. To enable success, adults:

- Give positive recognition.
- Provide lots of practice.
- Explain why the work is important.
- Understand that different children are motivated by different things (pleasing adults, wanting to be the best etc).
- Understand that success looks different for individual pupils
- Explain that they were successful because of their own efforts.
- Provide clear explanations and modelling.
- Give short, clear instructions (consider pictorial prompts).
- Have a clear outcome in mind.

- Show an example of what excellence looks like.
- Give timely and useful feedback.
- Provide scaffolds.
- Prevent disruption.
- Break tasks into small steps.
- Make it easy to start the work.

Expectations of adults

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children. Adults' expectations of behaviours for learning are a self-fulfilling prophecy, so at Southfield:

- We expect that through great teaching, doing great tasks that are scaffolded where appropriate, and given time, all children can learn age related content.
- We expect that all children will attempt work independently,
- TAs do not sit with the same child or group of children each lesson. Instead, TAs are deployed to children or groups of children based on needs of each individual lesson.
- We talk about children who have quickly grasped a concept or those who are new to it to persevere
- We do not label children or groups of children by their perceived ability.

Positive adult / child relationships are crucial. We understand that to change children's behaviour or mood, we may need to change our own. We're pleased when they get it right and calm if they get it wrong. Behaviour is functional, predictable and changeable, so:

- We influence children's moods to be more positive.
- We invest time in building trust and relationships with all children.

Recognising positive behaviour

Adults acknowledge the meeting of expectations and praise children for exceeding expectations. We use intrinsic rewards such as attention, praise, informing parents or granting privileges and are aware that extrinsic rewards can distract from learning and use them sparingly and with professional judgement.

We use positive recognition to encourage the behaviours that we expect from children. Each class has a recognition board (WOW Wall) and desirable behaviours are celebrated by children's names being added to the recognition board. This is refreshed regularly at the teacher's discretion. We also use but are not limited to:

- Adult recognition in the moment.
- Informing parents.
- Recognition from other adults in school such the child's previous teacher.
- Peer to peer recognition – younger children showing work or explaining desirable behaviours to their older 'buddies' and vice versa.
- Celebration assembly – these are in Key Stages or whole school assemblies.
- Visits to the Head Teacher, another senior member of staff or a recognised adult in school such as a TA with who the child has a bond.
- Work displayed in Head Teacher's office.

Responding to inappropriate behaviour

Adults expect that instructions are followed the first time. At Southfield we expect equality of adult authority. Inappropriate behaviour can be classified as low level or serious:

Low level	Serious
Not listening to the speaker Interrupting others Distracting others from working Slow to line up Dropping / walking past litter	Swearing Insulting others Bullying Defiance Violence

Any sanction that is applied by adults is done so with the goal that it will make the inappropriate behaviour less likely to recur. Sanctions are applied in the following way:

Low level, one off disruption – adults might:

- Use non-verbal cues to avoid disruption to flow.
- Express private, firm disapproval (script 1).
- Reset expectations and set a target to get on the WOW wall for a desirable behaviour.
- Allow take up time to let the child save face, to process your instruction or to avoid confrontation in front of an audience.

Low level, repeated disruption – adults might:

- Give a time out within the classroom / move their seat.
- Give a closed choice: You can either get on with your work now or you can finish at break time.
- Keep them back briefly at break / lunch / after school to reset expectations (script 2).
- Reset expectations in front of parents, supported the Head Teacher (script 3).

Low level, persistent disruption – adults might:

- Give a time out to the Head Teacher (no discussion – supervision only). Follow up at the next opportunity yourself, supported by the Head Teacher (script 2).
- Meet formally with parents, supported by the Head Teacher (script 3).
- Put the child on report for two weeks (child checks in with Head Teacher every break, lunch and after school). Review in two weeks.
- Senior leaders (HT or SENCo) might set an internal exclusion if appropriate.

Serious incident – adults will:

- Ensure that everyone is safe and send for SLT.

Senior leaders will:

- Remove the child from the classroom / playground.
- Call parents into school to inform them and reset expectations (SLT and teacher together using script 5).
- Put the child on report for two weeks (child checks in with HT every break, lunch and after school). Review in two weeks.
- Senior leaders might set an internal exclusion or a suspension.

Reasonable adjustments

Where a child has a mental health condition, other additional need that amounts to a disability and this adversely affects their behaviour, we make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond in particular situations.

Right to search a pupil

The Head Teacher 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.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence.
 - To cause personal injury to, or damage to the property of, any person (including the pupil).

The Head Teacher and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A search may be conducted with the consent of the pupil but can also be conducted without consent if there are reasonable grounds to suspect a child is carrying a prohibited item. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- Cause harm.
- Disrupt teaching.
- Break school rules.
- Commit an offence.
- Cause personal injury.
- Damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

For further detail, please refer to Searching, Screening and Confiscation at School (DfE, January 2018).

Behaviour outside of school

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to

disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Exclusion

Internal exclusion

It may be necessary for a child to be separated from their class for a period of time as a sanction for persistent low-level behaviour or a serious incident. A senior member of the teaching team or Head Teacher will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration. All internal exclusions are recorded, including the date, duration and reason.

Fixed term exclusion

Exclusion from school for a fixed time period is a formal step taken when the Head Teacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Head Teacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2017).

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Head Teachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

The purpose of exclusion may be to allow:

- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the exclusion and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Head Teacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

Permanent exclusion

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Head Teacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Head Teacher's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

Notifying appropriate bodies regarding exclusions

The Head Teacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

Record keeping

Class teachers keep records of inappropriate behaviour in a class book. Persistent low-level misbehaviour and serious incidents are recorded on SIMS.

Home-school agreement

We believe in an effective and meaningful partnership between home and school. To this end, Southfield will:

- explain our behaviour policy and home-school agreement to parents and children when they first come to our school and at parent interviews when necessary;
- make contact with parents before serious situations develop whenever possible;
- at appropriate times involve parents in managing children's behaviour and
- reaffirm the home-school agreements every 2 years.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing and the school is able to suggest local parenting courses to parents.

Appendix A: Script 1

Do you remember **(yesterday/last week)** when you **(give example of previously seen positive behaviour)**?

That is the **(name)** I know and that is the **(name)** I need to see today.

Be ready / be respectful / be safe.

Thank you for listening.

Appendix B: Script 2

Tell me about what happened.

Tell me about what you were thinking at the time.

Tell me about what you think about it now.

Tell me about how what you did might have made others feel.

Tell me about your ideas to put things right.

Tell me about what you will do differently in the future.

Tell me our rules.

Appendix C: Script 3

Where it is necessary for the class teacher to meet a parent about behaviour, class teachers lead meetings with the support of a senior leader.

Explain the reason for the meeting

(To the parent)

Thank you for meeting me. Unfortunately, *name* chose to *be rude to an adult / walk out of class* today. This is unacceptable.

Refer back to the rules and give a sanction (To

the child, using pictures as a prompt) *Name*,
what are the rules?

What rule did you break?

I am very disappointed. The consequence of *being rude to an adult / walking out of class* is X.

(To the parent)

Working together on issues like this is best. Can you think of a sanction at home too please?

Appendix D: Behaviour principles written statement

- Every pupil understands they have the right to feel safe, valued and respected, and learn, free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every 2 years.