



*Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas.
All its work is underpinned by its core values of love, courage and respect.*

BEHAVIOUR POLICY

This policy forms part of the whole school approach to behaviour and should be read in conjunction with SEND, Mental Health and Well-Being, Anti-bullying, Child on Child abuse, Restrictive Physical Intervention and Child Protection and Safeguarding Policies.

Introduction

Our policy is based on five fundamental concepts:

- 1) Calm consistent adult behaviour
- 2) First attention for best conduct
- 3) Consistent routines
- 4) Scripting conversations
- 5) Restorative follow ups

Compton All Saints' is a school where the attributes of learning and friendship are of equal value. Our relationships are our greatest strength. They motivate us and sustain us in providing the best learning and nurturing environment we can for children and adults.

In order for relationships to flourish, consideration of others' needs and safety is essential at both an individual and broader level. This policy outlines our approach to developing and sustaining positive behaviour between children, and between children and adults. Its purpose is to give clear guidance to all members of our school community.

A copy of this policy can be accessed on the school web site or through the school office.

Ethos

Within our school, Christian ideals inform all aspects of school life. Our key values are love, courage and respect and these are used as a benchmark for acceptable behaviour within the school. We believe that good behaviour is based on the mutual respect of all members of the school community and that everyone has a valuable contribution to make.

Our behaviour policy is fundamental in underpinning how we help develop our young children into being respectable members of society. For us, recognising and praising the positive behaviours we want to see is important. However, we also appreciate that behaviour is a form of communication, and helping understand why a child is behaving a certain way and then supporting them with this, is far more likely to help them change their behaviour to be positive, than sanctions alone.

We recognise that each child is individual, so there is no 'one size fits all' approach to behaviour management. Children who have more complex social, emotional or mental health difficulties may require additional support managing their emotions. Some children sometimes require different strategies and sanctions that are tailored to promote the positive behaviour of the individual and therefore these may be different from, or additional to those applied to other pupils.

Aims

- To develop a culture for behaviour management within our whole school community, parents, school staff, governors and children based on a sense of share values and responsibility.
- To encourage, model and teach positive behaviour rather than to solely give consequences for inappropriate behaviour, by providing recognition and rewards.
- To develop positive attitudes, acceptance of each other's' differences and an appreciation of each person's worth.
- To listen with respect to one another and to be conscious not to damage another's self-esteem.
- To foster a caring attitude for the school environment, including the building, outside areas, equipment and personal effects.
- That all those who work in our school will work in accordance with these aims and our key values of love, courage and respect.

Expected Behaviour

In order to feel secure, children need to know what behaviour is expected. We expect all children to follow three simple rules, be:

- ready
- respectful
- safe

These can be further explained by:

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● Focus on learning tasks ● Listen carefully to instructions ● Be on time to school and lessons ● Be resilient ● Wear correct uniform ● Get involved in class activities and discussion 	<ul style="list-style-type: none"> ● Be polite to others ● Look after school buildings and property ● Be kind and loving to others ● Be honest and tell the truth ● Waiting your turn ● Understand that not everyone has the same views and beliefs 	<ul style="list-style-type: none"> ● Walk inside the school building ● Remain in the classroom during lessons ● Stay on the school site ● Use equipment for its intended purpose ● Keep our hands and feet to ourselves

Encouraging positive behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented. All staff are expected to recognise and apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see

in our children and in particular to address children courteously. Our consistent approach is imperative to ensure all children understand the expectations.

Start of Day

- Senior leaders to meet and greet children on the playground
- Teachers to meet and greet children on arrival in the classroom
- Early morning activities to be available immediately and accessible

Start of Lesson

- Teacher to collect children from the playground at the end of playtimes and lunchtimes and walk in calmly, ready to learn
- The lesson should begin promptly therefore engaging children from the start

During Lessons

- High expectations of work and behaviour
- Effective teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues
- Ensure all children can access resources easily and that all can see interactive whiteboards from their seat
- Ensure school rules (exemplified) and rewards are visible to all
- Praise consistently (5:1 ratio minimum) – ‘Catch them being good’
- Know your children well and understand their needs SEND etc. Ensure you use strategies recommended in any specialist’s advice / reports etc.
- Make opportunities to build positive relationships in unstructured time eg. Playtimes, lunchtimes
- Watch language, tone, posture, body language etc. Remain calm and cool at all times
- Use of AfL encourages motivation and engagement
- Ensure you always follow through on what you have said
- Criticise the behaviour – not the child. Avoid punishing the whole class for the actions of a few
- Reflect! Don’t be afraid to admit you got it wrong, seek advice and change your practice the next time

End of Lessons

- Allow time for plenary and reflection on the learning
- Ensure the classroom is tidy
- Ensure an orderly dismissal by accompanying your children to the playground at playtimes and the end of the day. At playtimes, make sure an adult is on duty before leaving your children

Out of Class

- Notice and respond to good behaviour exhibited by children from across the school
- Duties – on time, in correct place. Take opportunities to build relationships with children
- Intervene whenever incidents occur – follow Restorative Approaches where possible
- Corridors kept clean and tidy with motivating/informative displays

Incentives and Rewards

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of recognition and reward. This is for all children. At Compton rewards are given for pupils’ personal and social development as well as for academic attainment and effort. Our core values (love, courage and respect) underpin all the work we do and the tasks and achievements that we value in school. All staff give verbal or written recognition as often as possible.

Positive notes home

Each member of staff writes a positive note to one child once a week to recognise their efforts / behaviour / acts of kindness.

Recognition Boards

Teachers will look to notice particular behaviours they are working on with their class. When a child shows this behaviour, their name will be added to the board. These will be updated weekly or at times daily.

Nomination for Celebration Assembly

Also individual certificates celebrating achievements are awarded throughout the year at each week's assembly for anything that reflects our values or learning behaviours.

Nomination for 'Top Table'

Children who go above and beyond with their behaviour will be nominated to sit on the 'top table' at lunch times.

Individual stickers, merits and points

Children will also be praised for good effort in their learning. This may be supported by stickers, stampers, merits or points within a class structure led by the individual teacher. Points may be earned for a table group or the whole class to earn a class treat.

Sharing of learning

Children may be praised for their effort in their learning tasks by taking their work to another member of staff to celebrate their success.

Responding to negative behaviour

Restorative approaches

Wherever possible, this School will seek to repair relationships using restorative approaches. Restorative Approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy. (Belinda Hopkins – Transforming Conflict).

Micro-Scripts

Micro-scripts are an effective way to quickly remind a child of the behaviour you expect. They should last no longer than 30 seconds and the child should then be offered 'take up' time to consider what you have said and make the correct choice. What you repeatedly say in response to poor behaviour is important. Most of us have had our defaults set by our own teachers when we were students. This is why in moments of stress you find yourself saying ridiculous phrases like 'Why am I waiting?' and 'Would you do that at home!' Here are some key phrases to use instead:

'I've noticed.....'

Removes the judgement from behaviour interventions. 'I've noticed that you are feeling frustrated'. There is no blame attached, there is nothing for the learner to defend against. This could be used with 'I wonder if...'

'I need you to...'

Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Sometimes introducing 'choice' in the moment is not helpful. Eg 'I need you to stop throwing the ball at the window.' However, sometimes giving a child who is really struggling, just two clear choices, either of which you are happy with, enables them to still feel in control without losing face. Eg 'I need you to come inside. Would you like to go back to the classroom or to sit in the library for a minute with me?'

'I know you can make the right choice...'

Instantly reminds the learner that you have faith in them despite their poor behaviour today. Remind them of previous successes. Done well it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

'I care about you'

Lets the pupil know that you believe in them and want good outcomes for them. End by thanking them for listening. Secondary behaviour should, where possible, then be ignored and can be followed up in private later.

Sanctions

Sanctions concentrate on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the teacher will follow 5 clear steps:

- 1) Reminder - You will be reminded of the rule you have broken
- 2) Warning - You will receive a verbal warning which comes with a choice
- 3) Last chance - this may be delivered as part of a micro-script as mentioned above
- 4) Time out or move in class - You will be moved in class or have time out in another classroom - this will be followed up with your class teacher for a restorative conversation
- 5) Repair - You will discuss your behaviour with your class teacher and consider how best to repair the problem. E.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop / start doing.

If you are sent out of your classroom, your teacher will speak to your parents. If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Restorative Conversations

Restorative conversation should take place between the pupil and the member of staff who initially spoke to the child about the incident, however it could be completed alongside a senior member of staff. This is a key opportunity to explore the behaviour with the child, help them learn from it, as well as for the staff to identify why it happened. Ask 5 key questions:

- 1) What happened?
- 2) What were you thinking about at the time? Or How were you feeling at the time
- 3) Who was affected by this behaviour?
- 4) What can you do to put things right?
- 5) What could you do differently next time?

For younger children you may need to simplify or re-word the questions. You could also limit it to just three questions if needed.

Impositions

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime. Where this is not possible, the work may be sent home to be completed and returned to the teacher the following day.

Serious breaches of the behaviour policy

For more serious breaches of the school rules, the adult dealing with the situation will need to use their professional judgement over the best course of action in ensuring the safety of children and staff first. A restorative conversation will always follow a serious breach of school rules.

- A teacher may immediately move to step 4: ie the child is to spend some time out of the classroom
- A verbal warning from the headteacher, alongside the class teacher, as to future conduct
- Communication with parents, this may be a phone call or a meeting in school to discuss future improvements needed
- The school may seek support from external agencies
- The school may utilise internal exclusion, playtime exclusion or fixed term suspensions:
 - The child may, at the discretion of the Head teacher be either be given an Internal exclusion or Fixed Term suspension for:
 - Serious and persistent disruption to other children' learning, including rudeness, disobedience and
 - refusal to abide by the School's Code of Conduct
 - Physical violence to children, parents, staff or adults
 - Swearing at any child, parent, staff or adult in the School
 - Threats of physical violence to children, parents, staff or adults, or in some other way risking the safety of children, parents, staff or adults
 - Serious or persistent bullying or racial/sexual intimidation
 - Serious damage to School's property

For an Internal exclusion the child will complete the following day under supervision in a different classroom, reflecting on their behaviour and completing work set by the class teacher. For a fixed term suspension, the child will complete work set by the teacher at home for a fixed period of days.

- Playtime Exclusion
 - If, as a result of a restorative conversation, it is decided that a child should miss their playtime, the child will remain inside with the class teacher during a specified break time.
- Where the behaviour of a pupil seriously contravenes the school rules or is a serious threat to the safety of themselves or others, it may be necessary to permanently exclude that pupil. This may only be carried out in accordance with the principles and procedures set out in guidance from the Department for Education. Reference will also be made to County guidance.

Physical Intervention

Should pupil behaviour present a serious danger of causing significant harm to themselves, to others or to property, the Headteacher or other authorised adult (including a volunteer) may need to take physical control. In this instance the school would follow policy for Restrictive Physical Intervention which is based on the Model Policy developed by Hampshire & Isle of Wight Educational Psychologists (HIEPs).

Recording and Reporting

- Behaviour that has resulted in time out of class, a conversation with a parent, or a restorative conversation, should be recorded on CPOMS - staff should tick behaviour and then any applicable sub categories. Any actions taken as a result, including lunchtime or internal suspensions should be included in the actions.
- Where a child is suspended for a fixed term, in addition to completed CPOMS records, the headteacher will complete the suspension notification letter to parents and the notification form to the local authority.

Some pupils with ongoing complex difficulties managing their emotions and behaviour may have an Individual Behaviour Management Plan (IBMP) which outlines the concerns and associated management strategies. These plans are shared, reviewed and adjusted as required. Each IBMP outlines:

- Our understanding of what the child is trying to achieve or communicate through his/her behaviour
- How we adapt our environment to better meet the child's needs
- How we teach and encourage the child to use new, more appropriate behaviours
- How we reward the child when he or she makes progress
- How we respond when the child's behaviour is challenging (responsive strategies, including humour, distraction, relocation, and offering choices).

In certain circumstances, where incidents are increasing and/or escalating and there are significant well-being and safety concerns, a five-point plan is produced, in liaison with parents. This plan gives guidance on strategies for **all** adults in school, including those who are not normally close contacts of the child, eg those on playtime or lunchtime duty. Its purpose is to ensure that every opportunity is utilised to de-escalate a situation.

All serious incidents are recorded on ABCC charts (antecedent, behaviour, consequences, communicative function) which allow staff to analyse trends, patterns and messages behind the behaviour. These should also be uploaded to CPOMS.

When dealing with serious or challenging behaviour, it is useful to understand this within the context of the Assault Cycle. The 5 identified phases of the Assault Cycle are Trigger, Escalation, Crisis, Recovery and Post crisis. These phases require different responses by the adults. Timely and appropriate interventions enable children to re-establish their 'thinking brain' over their 'emotional brain' and supports their ability to regain their self-control, may help prevent an escalation, or reduce the time the child is in crisis. Similarly, seeking restorative conversations and repairing relationships should be followed up in the post crisis phase, and not before, in order to achieve the maximum impact.

Midday Supervision

- Guidelines for midday and playtime supervisors are available and are attached as appendices to the end of this policy.
- Regular meetings with supervisors are held to discuss any issues arising and to ensure they are familiar with this policy.
- Both positive and negative behaviour is reported to class teachers at the end of lunch play.
- The Headteacher is usually available if problems arise. If they are out of school, issues should be reported to a senior teacher.

Parents and Carers

- Communication between parents/carers and staff is essential and parents/carers are informed of positive incidents as well as concerns.
- Parents/carers are informed of the school's approach to behaviour and the school rules via the school website and newsletter.
- Copies of this policy are available for parents to read and comment upon through enquiry at the school office or via the school website.

Monitoring and Evaluation

This policy will be evaluated formally every three years and a Behaviour Report submitted to governors at the last full Governors meeting of the academic year. Evaluation will be made against the following criteria:-

- Parental concerns/complaints
- Contact with parents regarding behaviour
- Feedback from staff and support staff
- Monitoring reports generated from CPOMS.

Signed:
Headteacher

Date:

Signed:
Chair of Governors

Date:

See appendices below:

Appendix 1 - Guidelines for Playtime Duty

Normal arrangements

1. All children are to be out at playtime. Any Class 4 children on library duty or completing work will be monitored by the class teacher/LSA.
2. The class teacher is responsible for ensuring their own class is empty of children when play starts and they themselves go to the staffroom.
3. All staff must ensure that they are on time for their duty.
4. There are to be two adults on duty at all times, one monitoring the use of the play equipment and raised bed area, the other monitoring the playground. If for some reason the second adult is delayed at the start of their duty, children must remain on the playground and not go down to the play equipment area.
5. Walkie talkies will be used by both adults on playground duty, on the playground and down on the field. The walkie talkies will be distributed by Owls monitors at the start of play and collected by them at the end.
6. Those on duty must patrol their area, not remain in one place.
7. The teacher on duty will decide whether or not the field is suitable for playing on.
8. All staff have a responsibility to ensure the site is secure and if they are outside will visually check that gates are shut and/or locked. The three gates around the playground must be shut and/or locked before and during playtimes.
9. Any child wishing to go to the toilet or return to the class for any reason must ask permission from the teacher on duty.
10. During playtimes, children will use the toilets in their own classes except for Class 4 who will use toilets in class 3 as necessary.
11. The children are not allowed: to play on the bank beneath the trees; to climb on the large gate to the churchyard at the bottom of the field; to go beyond the playground on the path towards the hall; to go up the path behind the car park.
12. Each class has its own set of colour-coded playtime equipment. This equipment is not shared with other classes and is returned to its respective box at the end of each playtime session.
13. Football can be played on the playground, on the third of the netball court closest to the car park. It is organised on a rota basis between lower KS2 and upper KS2. KS1 children can play a small game of football against the fence near the shed. No other football games can be played on the playground when these two areas are in use.
14. The woodland play equipment is used by KS1 and KS2 on a rota basis.
15. The person on duty near the adventure play equipment will decide if the equipment is safe to play on – ie not slippery with ice or rain - and will do visual checks for damage, wear and tear etc. Children are not allowed to bring in their own balls from home. The acceptability of other playground toys will be discussed when the need arises.
16. Snacks in the form of healthy items **only** are allowed e.g. fruit, veg, plain crackers or breadsticks.
17. All children are expected to behave courteously and considerately towards each other and adults. Children who break this rule can be told to stand away from the playground on the path to the hall or, if necessary, sent (accompanied) to the staff in the staff room.
18. There is a rota of first aiders at break time and lunchtime – see board in staffroom. Two lunchtime supervisors also carry a basic first aid kit that can be used to treat minor injuries during lunchtime play. See also the Guidelines for Lunchtime Supervisors.
19. If children have a minor injury at playtimes, they will initially be triaged by a member of staff on duty and told to sit on the bench outside Class 1 with a friend/older pupil. This will give them time

to recover and for the adult on duty to assess whether they need more significant medical attention.

20. If medical attention is required, the walkie-talkies will be used to alert staff inside school. A first aider will then come out onto the playground to assist, and help bring the child indoors if necessary. (See also Guidelines for Lunchtime Supervisors, which are slightly different.)
21. If a child has a significant injury and cannot walk to the library, a pupil will be sent to the staff room or office, the walkie-talkie will also be used.
22. When the teacher blows the first whistle the children must stand still. At the second whistle, they must **walk** to where they line up outside their classrooms.
23. Children should take equipment they have used up to the playground and return it to their class's box. Monitors will check the area at the end of each playtime, however, to make sure everything has been returned properly. An adult on duty will remain on the playground until all the monitors have finished.
24. If rain prevents the equipment being put away at the end of afternoon play, the person on duty must notify Class 4 so that the monitors can go and do this before the end of the school day, ie 3.30pm. **No equipment is to be left out overnight.**
25. **Wet Playtimes**
 - The teacher on duty is responsible for deciding whether or not it is indoor or outdoor play and for informing the rest of the staff.
 - Children must not be left in the classroom without adult supervision. Arrangements for staff to take a short break will be made on the day depending on the cover available.
 - Wet weather games are available in the classrooms for the children to use if the teacher wishes.

See below for Appendix 2

Appendix 2 - Guidelines for Lunchtime Supervisory Assistants

1. The lunch break at Compton Primary School is from 12.00 until 1.00. Staff must be ready to start promptly at 12.00.
2. There must always be two staff outside.
3. If there is an unforeseen issue with cover for outside, a message must be sent to the staffroom or HT's office so that cover can be quickly arranged. This can be via a child or walkie-talkie.
4. Children must remain on the playground if there is only one adult outside.
5. At 12:30 – children from KS2 should line up, Foxes at their classroom door, Owls at the gate to discovery area. An adult will then walk Owls back to their class and into the hall.
6. Lunchtime staff wear a whistle. If there is an emergency, walkie-talkies should be used and a child may be sent to the staff room or office.
7. Lunchtime supervisors take basic first aid kits out on to the playground so that minor injuries can be dealt with outside.
8. In the event of absence of a lunchtime supervisor, the Admin Officer or Admin Assistant should be informed. They and other lunchtime supervisors on duty that day will liaise to arrange extra cover as necessary.
9. Lunchtime staff working in the hall need to check the floor for food and water spillages and clean-up spillages immediately. If an area of the floor is wet as a result the warning signs should be used.
10. Class monitors are responsible for overseeing handwashing.
11. Lunchtime supervisors outside on duty are responsible for:-
 - Making regular checks to ensure the children are not in the classrooms or toilets without permission;
 - Making sure that the car park gate, main entrance gate and Otterbourne Road gate are closed and locked at all times;
 - Regularly checking the bank area;
 - Ensuring children do not play past the line in front of the car park and on the path leading down from the Otterbourne Road gate.
12. Lunchtime supervisors are encouraged to report good and considerate behaviour at lunchtimes.
13. Serious behaviour issues at lunchtime must be reported to the class teacher and/or the Head teacher, either of whom will record the incident on an ABCC and CPOMS. Lunchtime Supervisors must keep class teachers informed of any concerns.
14. If children have a minor injury, they will initially be told to sit on the bench outside Class 1 with a friend/older pupil. This will give them time to recover and for the adult on duty to assess whether they need medical attention.
15. Basic medical attention can be given by the lunchtime supervisor on duty if appropriate.
16. If a child needs greater medical attention, the lunchtime supervisor will alert a first aider via walkie-talkie. If the child is able to walk to the library, he/she will be accompanied by a friend/older pupil who will knock on the staff room door and make a first aider aware.
17. If a child has a significant injury and cannot walk to the library, the lunchtime supervisor will use a walkie talkie to alert staff indoors so that a first aider can attend asap.
18. A pupil will be sent to the staff room or office to alert a first aider to come to the scene if there is no response.

19. When the teacher blows the first whistle the children must stand still. At the second whistle, they must **walk** to where they line up outside their classrooms.
20. Playground equipment should be used for intended purposes only. Eg skipping ropes for skipping (not tying people up), tennis rackets for hitting balls, scoops for throwing and catching. Children should take equipment they have used back up to their class box themselves, but monitors will check the area at the end of each playtime to make sure everything has been returned properly. An adult on duty will remain on the playground until all the monitors have finished.
21. If rain prevents the equipment being put back in the box at the end of lunchtime, the lunchtime supervisor will notify Class 4 so that the monitors can do this when the rain stops.