



**MICHAEL
FARADAY
SCHOOL**



BEHAVIOUR POLICY

MARCH 2022

INTRODUCTION

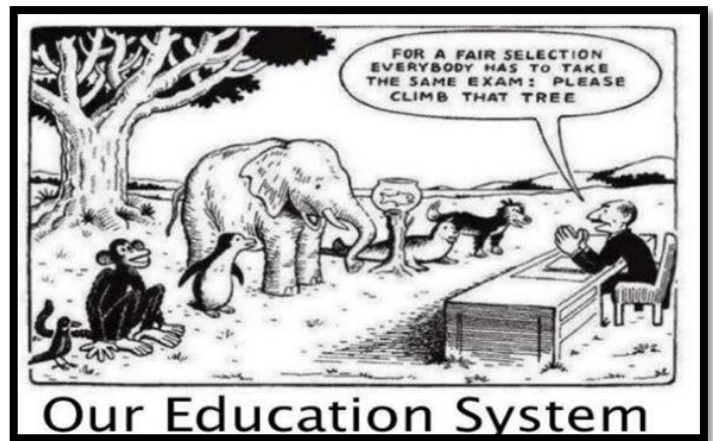
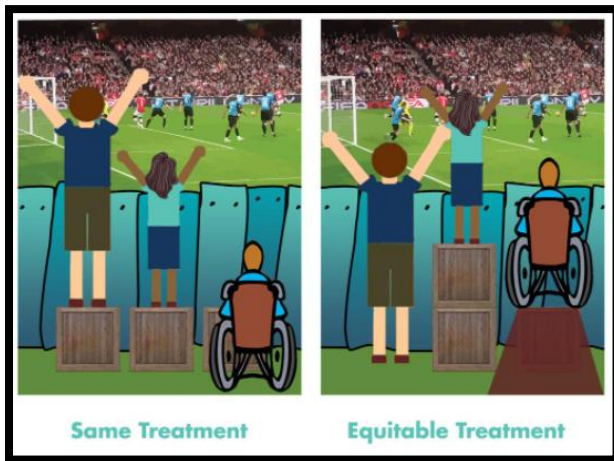
Michael Faraday Primary School is an inclusive school and we aim to be a caring community where every member feels valued and respected and that each person is treated fairly.

This policy aims to help children grow in a safe, happy and secure environment, in order to become positive, responsible and increasingly independent members of the school community.

The school's behaviour policy is built on 3 principles:

- **Be ready** to learn and show *pride* and perseverance in your work.
- **Be respectful** to yourselves, others and the school.
- **Be safe** and make the right choices, both in and out of school.

Treating children fairly



"There is nothing more unequal than the equal treatment of unequal people." Thomas Jefferson

Two points of note:

1. Fair does not mean everybody gets the same thing. Fair is everybody getting what they need in order to be successful.
2. The behaviour policy is a strategic approach to teach children to make good choices, by rewarding good behaviour and by children taking responsibility when make wrong choices. For the majority of mainstream children, this system will be effective and will support their needs. For a small minority of children, most likely due to special needs, the behaviour system should help to manage behaviour, but is unlikely to change their behaviour patterns. In such circumstances, a differentiated approach may be needed, this will be planned in liaison with the Inclusion team, SLT and the support of parents/carers.

GOOD STANDARDS OF BEHAVIOUR – WHOLE SCHOOL APPROACH

Our motto: ‘Catch the children being good’ and ‘Make the right choices even when you think no-one is watching.’

The school rewards good behaviour, as it believes that this will develop an ethos of respect, kindness and co-operation. Our aim is always to distract children from making wrong choices in a positive way, e.g.:

- catch them being good
- friendly reminders and non-verbal prompts
- redirection: praise good behaviour next to the child who is making wrong choices – hopefully the positive praise will prompt them to make better choice
- redirection: asking them to be a “helper”, to give the children responsibility and build their confidence etc.
- reward children for making the right choices when no-one is watching
- articulating what is good behaviour, i.e. “well done to the children standing one behind the other and being quiet as that is how we line-up”
- strategically placing children in a space where they would be more focused
- be a role model to the children

Rewards for good behaviour

We seek to promote an ethos where children learning and acquiring knowledge are a reward in itself and are not only driven by external praise. However, there are times we would like to celebrate their success and therefore we have the following positive rewards in place:

- All teachers verbally praise children and give children various rewards including stickers, ClassDojos, individual class rewards.
- Celebrate children’s learning in weekly Celebration Assembly where children are nominated for ‘*celebration of conduct*’ and ‘*star of the week*’. The parents of the children, who are nominated, will be invited by text on the Thursday to join the Celebration assembly on the Friday.
- Platinum Certificate: demonstrating impeccable behaviour and attitude to learning consistently over a period of time (Platinum Certificate given at assembly)
- Gold Award: one step on from Platinum. HT Award sent home (postcard)
- House points can be awarded by any adult in the school for catching children doing the right thing, but in particular during ‘in-between’ times such as playtime, lunchtime and lessons outside such as PE.
- In line with having a Healthy School ethos, we avoid rewarding children with sweets or unhealthy food of any kind.

RESTORATIVE STRATEGIES TO ADDRESS WRONG CHOICES

Year 1 to Year 6

When children make wrong choices, we should adhere to the following guidelines:

- ‘Notice’ and address the behaviour rather than the individual.
- Our aim should always be to try and turn the behaviour around.
- We use the word consequence rather than punishment. We believe consequences encourage responsibility by holding children accountable for *their* actions, whereas punishment tempts children to avoid responsibility by shifting their attention to the *adult’s* actions.

Five stages:

Stage 1: Redirection: a non-verbal cue in the form of a gentle encouragement and reminder of our expectations.

Stage 2: Formal verbal caution (up to 3 times): a clear verbal caution, delivered privately where possible. Articulate what are the wrong choices and what the consequence would be if the behaviour persists. Reminder of previous positive conduct.

(30 second micro script)

- *I've noticed...*
- *I need you to...*
- *If you choose...that would be fantastic, as that shows the you are READY to learn*
- *If you choose not to...then (consequence of a yellow warning card).*
- *Do you remember when... (reminder of a previous positive conduct)*
- *Thank you for listening.*

Verbal caution up to 3 times. After 3rd verbal caution, if behaviour choices do not improve, move to the next stage.

Stage 3: 'BE READY' consequence card

Behaviour choices: Not making choices that show they are *ready* for learning or for their activity, and despite redirection and verbal and non-verbal prompts they show low level disruption, such as talking out of turn when asked to listen, talking off topic, disrupting other children's learning, etc.

BE READY consequence card:

- The teacher gives the child a visual '**BE READY**' warning, by writing on a green card the child's name, date and a headline of what the wrong behaviour choice was. The card is placed in the '**stop, think and make good choices**' box.
- 'Time with the teacher' – few minutes at play or lunch or find a few minutes at end of day to reflect about behaviour choices.

Stage 4: 'BE RESPECTFUL' consequence card (yellow):

Behaviour choices: Continuous low level disruption and not responding to '**BE READY**' consequence card.

BE RESPECTFUL consequence card:

- The teacher gives the child a visual '**BE RESPECTFUL**' warning, by writing on a yellow card the child's name, date and a headline of what the wrong behaviour choice was. The card is placed in the '**stop, think and make good choices**' box.
- 'Time with the teacher' – few minutes at play or lunch or find a few minutes at end of day to reflect about behaviour choices.
- This also gets logged on CPOMS by class teacher
- Parents are verbally informed at the end of day by class teacher

Stage 5: 'BE SAFE' consequence card (red):

Reserved for extreme cases of wrong choices and/or high level of disruption:

Behaviour choices: If a child does not respond to the steps above and demonstrates persistent disruptive behaviour in class culminating in regular '**BE RESPECTFUL**' warnings. If there has been a pattern of '**BE RESPECTFUL**' warnings over a half term, the teacher will 'refer' the child to a SLT member, who will make the decision whether a '**BE SAFE**' warning (red card) is given.

A '**BE SAFE**' warning may also be issued if a child performs a dangerous or deliberate action that shows no respect for property or person such as (but not limited to); *biting, kicking, hitting, fighting, stealing, leaving the classroom without permission, dangerous behaviour on a school trip, swearing or use of bad language,*

hurting someone with malice, entering areas not allowed, climbing over fences, discriminatory comments or actions and or bullying.

Points to consider:

- The safety of the children is paramount in all situations and should always be the priority.
- If a child's behaviour endangers the safety of themselves or others, they will be removed.
- In light of the "joint enterprise law" we will consider giving children similar consequences even if they played very different roles in causing harm. This will always be done in a restorative approach, in line with our policy.

BE SAFE consequence card:

- The staff member who deals with the child's behaviour will 'refer' the child to a member of the SLT for a possible '**BE SAFE**' warning.
 - Before a '**BE SAFE**' warning is issued a member of SLT will carry out a full investigation into what happened. This is to ensure everyone who is involved is heard and feels they have a voice. This is done in a safe environment.
 - The DHT/SLT will decide if a SAFE warning is issued.
- A red card will be placed in the '**stop, think and make good choices**' box in the classroom by the SLT member.
- Time spent with a SLT member of staff to reflect about their behaviour (RJ approach). The SLT member will decide on the length of time spent outside of the room.
- The incident will be recorded on CPOMS and will alert the class teacher, to ensure they are informed.
- Parents will be informed the member of DHT/SLT who dealt with the incident. They will contact parents and give them an opportunity to meet with the school staff if they so choose.
- Restorative conference where consequences are discussed and agreed as well as having the opportunity to make amends. Consequences agreed at the Restorative conference are final and there should be no additional consequences given by any other member of staff.

PLAYTIMES AND LUNCH TIMES

Two possible consequences, depending by the severity of the wrong choices. DHT/SLT called to investigate and make the decision about the consequences

<p>➤ Blue card (falls in category of 'BE RESPECTFUL')</p> <p><i>Behaviour choices:</i> Aggressive, disrespectful behaviour despite warning to stop.</p> <p><i>Consequence card:</i> Staff on duty call SLT and they investigate. Give blue card if child displayed</p> <ul style="list-style-type: none"> • Teacher informed • Logged on CPOMS • RJ – reflect about choices and opportunity to make amends. 	<p>➤ Red card (falls in category of 'BE SAFE')</p> <p>If behaviour choices is deemed unsafe and to fall in the category of a SAFE warning, the same steps for SAFE warning will be followed.</p>
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Incidents taking place in communal areas & during playtimes and lunch times

Not all wrong choices need to be dealt with by the SLT member and may be resolved by the staff member on duty.

Adults are responsible to work together to resolve issues in the playground using a restorative approach. Children do make wrong choices at times, quite often when they get excited and competitive. It is our aim to support them in making better choices; to guide them in changing their behaviour so that they make better

choices in the future. That is why we follow the 'Restorative Justice Approach' where children are encouraged to reflect and learn to empathise.

		Consequences	Examples – not exhaustive and just a guide. Each case investigated and judged on a case by case basis
GOLD	Above the Platinum Award -exemplary behaviour for consistent period of time when no-one is watching	Gold HT postcard sent home	
PLATINUM	Exemplary behaviour (not a one off). Not easy to achieve	Platinum certificate in assembly	
	Good behaviour. Do not need any warnings	Verbal praise Stickers Dojos Points to a special time, i.e. Mooga	
BE READY	Low level disruption despite verbal and non-verbal prompts	Green Card Time with CT	<p><u>Purposely – and not responding to verbal and non-verbal prompts</u></p> <ul style="list-style-type: none"> • Talking when specifically asked to be quiet or talking off topic • Messing around in the line (pushing, shoving, grabbing) • Making noises to gain attention • Calling out • Back chatting • Rocking on a chair • Fidgeting or fiddling with equipment • Answering back or questioning instructions disrespectfully • Shouting out loudly to disrupt the flow of the learning • Mumbling under their breath • Disrespectful comments or language used • Refusing to follow instruction/request from an adult
BE RESPECTFUL	Not making better choice/adjusting behaviour following READY warning	Yellow card Time with CT CPOMS Parents (CT)	Follows a yellow card, if child is <u>not responding to yellow card</u> by making better choices, the next warning is an amber warning (RESPECT card)
BE SAFE	Unsafe and extreme behaviour	Red card Time with SLT CPOMS Parents (SLT) Restorative Justice*	<ul style="list-style-type: none"> • If a child is repeatedly receiving a yellow card and not changing their behaviour, they are referred to the DHT/SLT who will make a final decision whether a red card is given or • Vandalism/ Throwing resources or furniture/ Destroying property at any level • Harm a staff member – with malicious intent • Hurting a peer with malice - biting, kicking, hitting, fighting, stealing • Leaving the classroom or school site without permission • Dangerous and unsafe behaviour including on a school trip • Continued swearing or use of harmful language • Climbing over fences/running off whereby putting themselves or others at risk • Discriminatory comments or actions and/ or bullying

We follow a Restorative Justice approach, which gives those who have been harmed the chance to communicate and explain the real impact of the harm that has been caused – it empowers victims by giving them a voice. It also holds wrongdoers to account for what they have done and helps them to take responsibility, learn from their mistakes and make amends.

INDIVIDUAL BEHAVIOUR PLAN

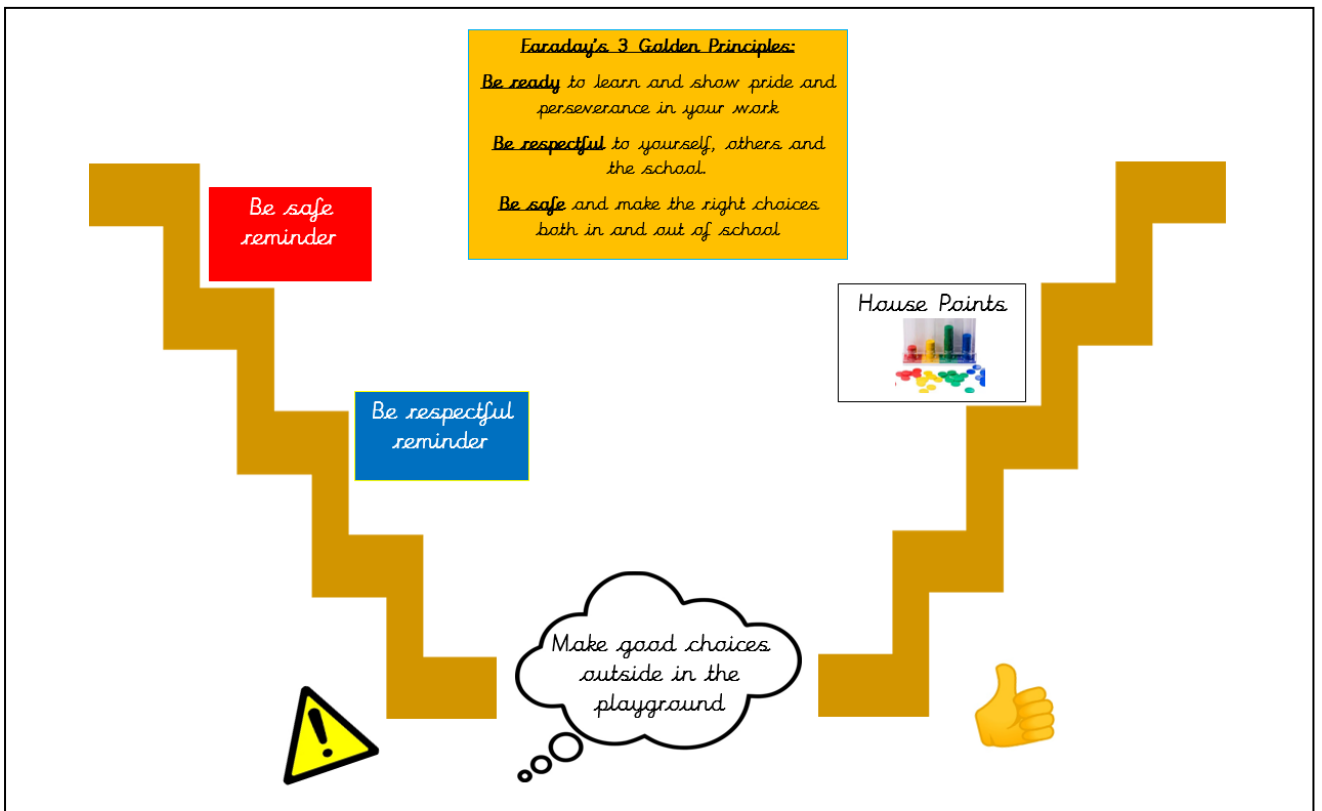
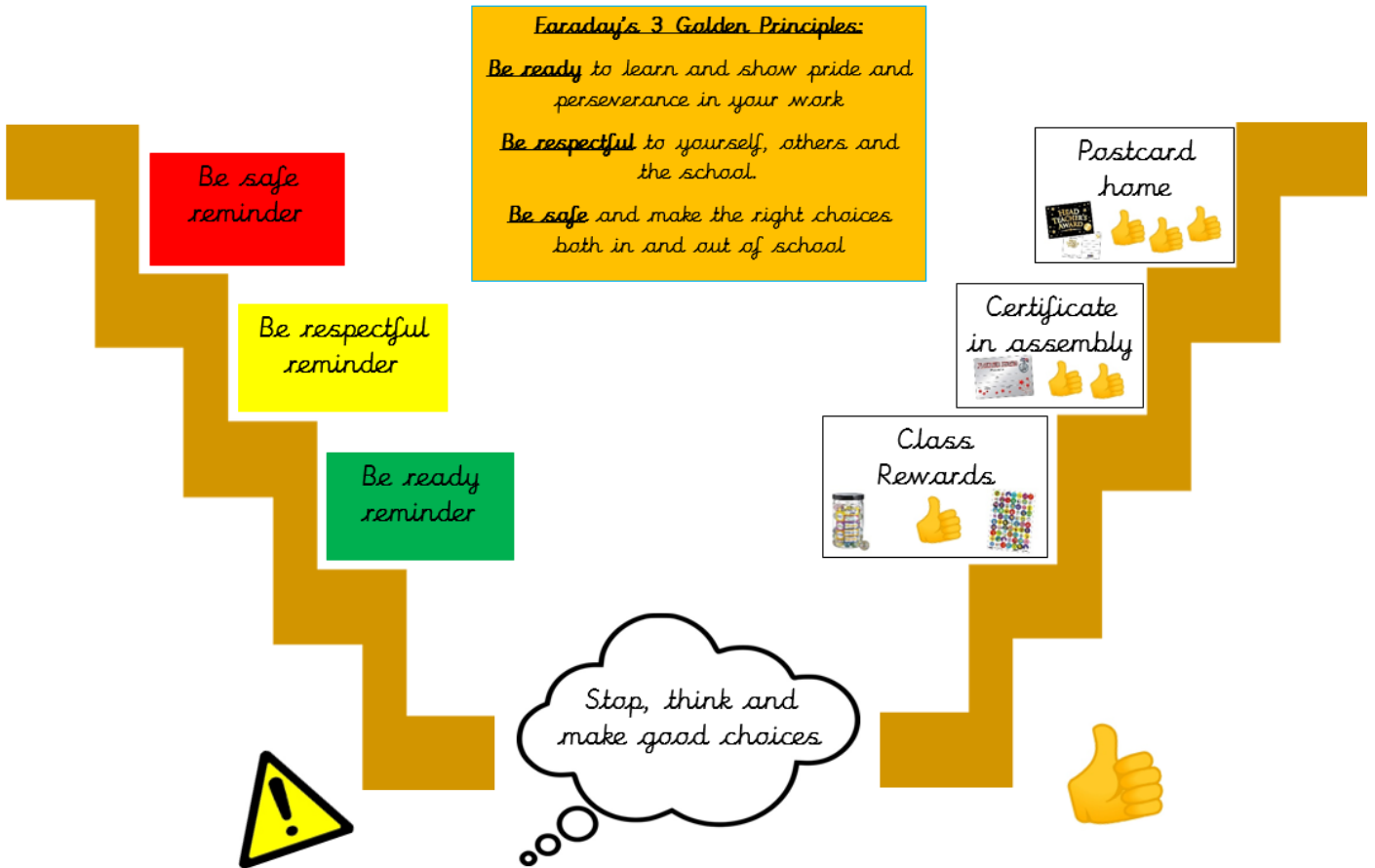
Children beyond the behaviour system

On rare occasions children might display challenging behaviour to a point where the school's behaviour system will not be sufficient to fully meet their behavioural needs. This will always be a very small minority of children – this will not be needed for all children who have SEN needs or all children who have an EHC plan, only to those children whose behaviour will escalate due to their SEN need rather than de-escalate when applying the behaviour policy. These children should be referred to the Inclusion Team to have an IBP (individual behaviour plan). The SENCOs, class staff and child will work together to create a behaviour plan specific to the child. When a child is making wrong choices, the IBP will be followed instead of the school's behaviour policy. The school will aim to work in co-operation with parents/carers if such a plan is in place and the child's behaviour will be carefully monitored by the staff in class, SENCOs, SLT, if needs be. If appropriate, the SENCOs will refer to outside agencies.

Name: _____
<u>Triggers that may heighten distress</u> <ul style="list-style-type: none"> • <i>To be completed by SENCO i.e. continuously repeat the demand, shouting, adding extra demands, threats.</i>

Behaviour	Actions to take to de-escalate the situation/ Consequences
	<u>Pro-active steps to help the child to have a good day:</u> Individual timetable Individual reward chart
Low level disruption/non compliance	TA to take them aside/removes them from class – TA to use the 5 point scale and if appropriate, a social story
Not responding to strategies to engage child in their learning	Time with another teacher (teacher to be identified by SENCO and named on the IBP) Recorded on CPOMS by class teacher
Not responding to be sent out of class. Displaying unsafe behaviour choices	Time with SENCO Behaviour mapping Recorded on CPOMS by SENCO SENCO decides whether parents are called

Child friendly behaviour chart



EARLY YEARS

Early Years education comprises of strands of interlocking aspects. In order to develop young children's feelings and behaviour we have to look at how they work together.

At Michael Faraday Primary School, we provide opportunities and consistent practice in a safe environment to build children's understanding in these areas and we use 'Development Matters' as our guide. The whole school uses JIGSAW as a tool for developing PSED. During our sessions we focus about how to regulate – how to recognise how you are feeling and how to calm yourself down.

General strategies:

- Visual timetables/Now & Next – when children know the routine and know what to expect, positive behaviour is more likely. Ready to learn expectations.
- Adults model behaviour - children experience how adults treat each other.
- Adults judge when to address inappropriate behaviour, so as not to draw attention to it.
- Diffusing situation/distracting, for example, send a child with an adult to the office to 'deliver' something.
- Giving responsibility – tidying jigsaws, giving out books, washing tables etc
- Makaton – another fantastic tool to help children express themselves
- Use appropriate behavioural descriptive language (not to use the word '**NAUGHTY**')
- Validate feelings – 'I'm sorry that you feel sad', encourage children's voices to be heard and right of expression. We are actively engaged in giving children higher level vocabulary.
- Praising specific behaviours – 'I liked the way you found your friends water bottle.' Avoid stand-alone phrases like 'Well done'.
- We think about 'understandable behaviour' instead of 'challenging behaviour'. This helps us to analyse the context, the triggers and to think about what is going on for the child.
- Sharing observation about the children as EYFS professionals, sharing ideas and possible strategies.

Teachers have different reward systems, i.e. mables in a jar, to 'catch the children being good'.

Zones of Regulation:

We use The Colour Monster along with a range of PSED texts.

The colours relate to emotions - children think about how they're feeling and choose a button that reflects that emotion. During morning register we ask how the children are feeling they signal/gesture

When children make wrong choices:

- Time out – children sit with a sand timer for 3 minutes – children know this as 'Thinking Time'
- If a child has caused injury to another – Immediate Thinking Time

It is important that young children are given time to calm down. Cortisol released in the body means that a child will be unable to listen and absorb what is being said to them. Therefore, using economic vocabulary is advised. Adults should be sensitive to this and talk to the child once the child is calm. We should help to soothe and validate feelings. There is a huge importance here about the careful use of language.

Communication with parents

The school aims to keep parents informed if there are any issues, sharing our techniques and ideas with parents through face to face conversations and emails

RESTORATIVE JUSTICE

At Michael Faraday we follow a Restorative Justice Approach when dealing with incidents. Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Restorative Approaches offer a framework that enables young people to develop their social and communication skills. It fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused.

The following is an outline of how staff should deal with incidents. However, every child is an individual and every incident unique, staff will use their professional judgement and training when deciding when/if the time is right to bring children together to resolve conflict.

Outline for investigating

A member of staff will talk to the children involved using Restorative Justice questions

Children will be spoken to when they are calm and ready

No decisions will be made until all involved have had a chance to be heard

Every child will have an opportunity to explain their actions

An example of some 'Restorative' type questions

- What happened?
- What were you thinking at the time? And since? (What was their intention? Malicious or accident?)
- Who has been affected?
- How might you make amends?

Resolving the investigation

Aim to bring the children together and...

- Remind them of school expectations and that they will all have a chance to speak
- Discuss where they went wrong and how they can make amends
- Reflect on how their actions have affected others
- Allow them to explain what strategies they can do so that their actions won't escalate to this behaviour in the future.
- No further consequences should be given unless through investigation staff feel there was malicious intent

Effectively, the adult is trying to unpick each child's role/ accountability in the incident. Once this has been established it is up to the adult to decide whether SLT needs to intervene and take the consequence for the behaviour further. For example, if after the investigation the adult feels that the incident would need a more serious consequence, then they will bring the incident to the attention of a member of SLT. The member of SLT will decide on an appropriate course of action.

BULLYING

Is it Conflict or Bullying?

Although bullying and conflict share some similarities in that they both involve interpersonal interaction, there are key differences, which are:

Intent:

- **Bullying:** Bullying involves deliberate and repeated aggressive behaviour with the intention to harm, intimidate, or exert power and control over another person.
- **Conflict:** Conflict is a more general term that refers to disagreements, disputes, or differences in opinions, interests, or values between individuals or groups. Conflict can be a natural part of human interactions and may not necessarily involve malicious intent.

Duration:

- **Bullying:** Bullying typically occurs over an extended period and involves a pattern of ongoing, repetitive, and targeted behaviour. It is not a one-time event but a sustained and pervasive form of aggression.
- **Conflict:** Conflict can be a one-time event or a short-term disagreement, and it does not necessarily involve a pattern of repeated behaviour.

Power Imbalance:

- **Bullying:** A significant characteristic of bullying is a power imbalance, where the child/group or children causing harm has more power or influence over the victim.
- **Conflict:** Conflict can occur between individuals or groups with relatively equal power or influence. It does not inherently involve a power imbalance, although power dynamics can exacerbate or complicate conflicts.

Resolution:

- **Bullying:** Bullying is typically not resolved through open dialogue or negotiation, as it often requires intervention and measures to protect the victim. Stopping bullying usually involves addressing the behaviour of the child causing harm.
- **Conflict:** Conflicts can be resolved through communication, negotiation, compromise, and problem-solving. Conflicting parties can work together to find common ground and reach a resolution.

Emotional Impact:

- **Bullying:** Bullying can have severe and long-lasting emotional and psychological effects on the victim, leading to fear, anxiety, depression, and low self-esteem.
- **Conflict:** Conflicts may lead to negative emotions, but they do not necessarily result in the same level of emotional distress as bullying. Resolving conflicts can often lead to a sense of relief and improved relationships.

Bullying incidents:

All incidents which are perceived to be bullying including cyberbullying, however trivial, are investigated by the school. If, after investigation, the conclusion is that there was bullying motivation, this information is recorded on our 'Bullying Incident Reporting Form' then put on the school's confidential system.

Possible outcomes once the bullying incident has been investigated:

The senior member of staff will attempt to contact all parents and carers involved, initially inform them and report outcomes and actions.

The bully/bullies will receive a consequence as deemed appropriate by SLT and according to our Restorative Justice Approach. The severity of the consequence will depend on many aspects including:

- Age of those involved.
- Persistence/repetition of incidents.

- Knowledge of individuals past experiences, abilities and disabilities.
- Level of distress and harm caused.
- Context of the incident.

The support from the senior leadership team will continue until the issue is fully resolved.

Incidents deemed to be conflict:

Conflict can be defined where children have had a falling out and are unable to fix the issue without an adults' support. Where this is the case the school will work with the children to try and resolve their issues through our Restorative Justice approach.

Definition of Cyberbullying

Cyberbullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school anti-bullying policy)

Breach of the Equality Act 2010:

All incidents which are perceived to be discriminatory are recorded on the school's confidential systems.

SUSPENSIONS AND PERMANENT EXCLUSIONS

See our Suspension and Permanent Exclusion Policy

THE ROLE OF THE NON-CLASS BASED ADULTS

Everyone is expected to follow the school's Behaviour policy. However, there might be some flexibility needed when specialist teachers are teaching due to the short amount of time they spend with the children each week.

It is the responsibility of all adults to liaise with class teachers with regard to the behaviour of their class, including minutes either lost or gained time. If the children are being taught in a different environment the policy still applies. Teachers' should have consequence cards on hand, as well as access to some way of rewarding good behaviour

THE ROLE OF OUTSIDE AGENCIES

The school liaises with external agencies, as necessary, to support and guide the progress of each child as appropriate to the individual needs of pupils.

THE ROLE OF PARENTS

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents, teachers and pupils sign the home/school agreement, which states that the family will 'support the school's policies and guidelines for behaviour'. We expect parents to support their child's learning and to cooperate with the school, as set out in the home/school agreement. We will endeavour to build supportive dialogue between the home and school, informing parents as appropriate if we have any concerns about their child's behaviour. Parents are advised to always speak to their child's class teacher, as a first point of call, if they have concerns.

If the school has to use reasonable sanctions/consequences with a child, we expect parents to support the school. If parents have any concerns about these consequences, they should initially contact the class teacher to discuss their child's behaviour in class. If the parent is unsatisfied with the outcome of this, then

they should make an appointment with the DHT. If the parent feels that the issue still isn't resolved, then they should contact the Headteacher.

If a child has received a SAFE consequence card, then the parent has the opportunity to DHT to discuss their concerns.

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 Head about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

MONITORING AND REVIEW

The Governors will monitor the effectiveness of this policy on a regular basis. If necessary, making recommendations for further improvements.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality and or bullying; it will seek to ensure that the school abides by the non-statutory guidance and that no child is bullied or treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Agreed by the Governing Body on	14 June 2022
Signed (Chair)	
Review Date	Summer 2025