

# Behaviour and Attendance Policy

## St. Michael's Federation

Lydbury North CofE (A) Primary School

&

Onny C.E. (A) Primary School and Little Pippins Nursery

### Document Summary:

<b>Document Owner:</b>	Victoria Reynolds
<b>Version Number:</b>	2.0
<b>Document Status</b>	Approved
<b>Date Last Approved:</b>	October 2023
<b>Date Of Next Review:</b>	October 2025
<b>Frequency:</b>	Every two years
<b>Governing Committee:</b>	Strategic Committee
<b>Statutory Policy?</b>	Yes
<b>On school website?</b>	Yes

### **Policy Statement**

St Michaels Federation is creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our Christian ethos, vision and core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. We look at restorative approaches and ways to build reconciliation in line with our Christian ethos and vision.

### **Aim of the policy**

- To promote a positive Christian ethos and climate in school for the good of all pupils
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community, which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the policy**

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

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

### **Behaviour Approach Summary:**

<p><b>Staff will:</b></p> <ol style="list-style-type: none"> <li>1. Be respectful to pupils</li> <li>2. Be calm and give take up time when going through the steps</li> <li>3. Promote positive behaviour</li> </ol>	<p><b>Our three rules:</b></p> <ol style="list-style-type: none"> <li>1. Be ready</li> <li>2. Be respectful</li> <li>3. Be safe</li> </ol>
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<p><b>Every day, staff will:</b></p> <ol style="list-style-type: none"> <li>1. Meet and greet at the door.</li> <li>2. Use a visible recognition mechanism throughout every lesson</li> <li>3. Use consistent language to support pupils in making good choices – this will be in private.</li> <li>4. Follow up every time, retain ownership and engage in reflective dialogue with learners.</li> <li>5. Never ignore or walk past learners who are behaving badly</li> </ol>	<p><b>Senior leaders will:</b></p> <ol style="list-style-type: none"> <li>1. Take time to welcome learners at the beginning of the day</li> <li>2. Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations, if needed.</li> <li>3. Regularly share good practice and celebrate staff and learners who go above and beyond expectations</li> </ol>
<p><b>Three ways to recognise that conduct is 'over and above' at a classroom level:</b></p> <ol style="list-style-type: none"> <li>1. Positive Praise</li> <li>2. Positive recognition board / house points</li> <li>3. Positive postcard / phone call</li> </ol>	<p><b>Three ways to recognise that conduct is 'over and above' at a school level:</b></p> <ol style="list-style-type: none"> <li>1. House Points</li> <li>2. Hot Chocolate Friday</li> <li>3. Headteacher Letter</li> </ol>
<p><b>Consequences to behaviour:</b></p> <ol style="list-style-type: none"> <li>1. <b>3 minutes owed</b> – This is time at the end of the lesson in either playtime, lunchtime or end of the day where children have a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. The purpose of this is to enable the adult to remind the child of our school vision and values and to encourage positive behaviour in future.</li> <li>2. <b>Pay it back time</b> – This is time where children are asked to pay back what they owe – it could be that they have to complete work that they chose not to complete in the lesson at a playtime or lunchtime or it might involve tidy the PE shed if they misused playground equipment etc.</li> <li>3. <b>Parental involvement</b> – We believe it is important to have a shared partnership between home and school and a united front is the best way forward to ensure children have a positive school experience.</li> </ol>	
<p><b>Support beyond the classroom:</b></p> <ol style="list-style-type: none"> <li>1. 360 Behaviour dialogue and plan</li> <li>2. Behaviour mentor to talk through strategies and approaches to tackle difficult situations</li> <li>3. Support from outside agencies where needed e.g. Woodlands, Beam or Pupil Planning meeting</li> </ol>	<p><b>Alternatives to exclusion:*</b></p> <ol style="list-style-type: none"> <li>1. Removal from situations which are triggers e.g. playground</li> <li>2. Community work - completing jobs for staff members during playtimes and lunchtimes</li> <li>3. Working in alternative environment</li> </ol> <p>*We will do our very best to avoid exclusions, however we <b>will</b> take this step if we feel the safety of pupils or staff is at risk.</p>

### Behaviour for Learning and 'Building One Another Up':

The three golden rules for behaviour at St Michael's Federation: **Be ready, be respectful, be safe.**

We recognise that clear structure and predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to*

*the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.” Paul Dix, Pivotal Education*

The federation has 3 simple rules ‘Be Ready, Be Respectful and Be Safe’ which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

### **Visible Consistencies:**

We have three visible consistencies, which set the tone of our behaviour expectations:

1. Meet and greet at the door – all pupils will be met by a member of staff preferable the class teacher, where they will be welcomed into the class. They will be bid farewell by a member of staff in a similar fashion at the end of the day.
2. When lining up staff and pupils will be expected to line up in lovely lines – single file and quiet
3. When walking around the school, staff and pupils will be expected to show wonderful walking – walking with their hands behind their backs.

In addition, pupils will also be praised in public (PIP), reminded in private (RIP).

### **Over and Above Recognition:**

Pupils will always be praised in public in recognition of their positive behaviour. Often a public word of praise is all a pupil needs, however for pupils who go above and beyond the federation will use the following rewards:

#### Classroom level:

Positive Praise

Positive recognition board / house points

Positive postcard / phone call

#### School level recognition:

House Points

Hot Chocolate Friday

Headteacher Letter

### **Behaviour and Learning Management:**

All learners must be given take up time between steps on the behaviour pathway. It is not possible to leap steps or accelerate steps for repeated low level disruption – however this may be the case for extreme behaviours (see later section in the policy).


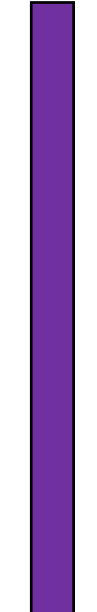
Behaviour Pathway:

When addressing behaviour with use a gentle approach, use the child’s name, get down on their level, use eye contact and deliver message and leave to allow them to think through and make a choice. Do not get in a discussion with them. Every adult in the school should use the following micro-scripts to discuss children’s behaviour with them.

Re-direction (drive-bys)	Non-verbal clues, adjust seating plan, non-verbal acknowledgment e.g. standing by the pupil, tap on the desk, point to the rule etc
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Rule Reminder – clarify expectations, give choices, remind of previous good contact	<p>I noticed you chose to continue to .... (<i>noticed behaviour</i>)          This is a REMINDER that we need to be (<i>ready/respectful/safe</i>).          You now need to (<i>appropriate behaviour</i>).          Thank you for listening.</p>
Caution	<p>I noticed you chose to .... (<i>noticed behaviour</i>)          This is the second time I have spoken to you.          You need to speak to me for three minutes after the lesson.          If you choose to break the rules again you leave me no choice but to ask you to          have time out.          Do you remember when ..... (<i>model of previous good behaviour</i>)? That is the          behaviour I expect from you. Think carefully – I know you can make good choices.          Thank you for listening – I am glad we had this conversation.</p>
Time Out	<p>I noticed you chose to ..... (<i>noticed behaviour</i>).          You need to have some time out of the class (<i>children to go to an age appropriate          place for thinking time or in the playground they need to sit on a bench or stand by          an adult</i>).          I will come and speak with you in three minutes.</p> <p><i>Please note if you are sending the child to another adult please do not describe          their behaviour in front of the child. Just say they need some time out.</i></p>
Restorative Conversation	<p><b><i>This needs to happen <u>every time</u> you ask a child to have time out or stay          behind in class.</i></b></p> <p>For children in Y2 and above please use the following questions:</p> <ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language)</li> <li>2. What were you feeling at the time?</li> <li>3. How did this make people feel?</li> <li>4. Who has been affected and how can you make things right?</li> <li>5. What can you do differently next time?</li> </ol> <p>For children in year groups below Y2: 5 questions is too many – focus on          questions 4 and 5. Question 4 may need to be broken down into two parts.</p>

Pathway:

	Re-direction	
	Reminder	
	Caution	
	Time Out (3 minute owed)	
	Restorative conversation	
	Appropriate consequence if needed beyond the 3 minutes (pay it back time)	
	Phone conversation	
	Parental meeting	
	360 Behaviour Diagnostic and plan	
	Behaviour Mentor	
	Outside agencies if appropriate	
	Removal from triggers (e.g. playtimes or certain flashpoints during the day)	
	Community Work	
	Working in an alternative environment	
Fixed Term Exclusion		
Permanent Exclusion		

	(This may be the case if a pupil has had multiple fixed term exclusions and there has not been a significant change in behaviour and there is a persistent risk to the safety and well-being of pupils and staff)	
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**Extreme Behaviours**

Some children exhibit particular behaviours that are considered extreme. There may be several reasons for this behaviour, however extreme behaviours such as extreme physical assaults will not be tolerated and in such circumstances, children may skip steps along the pathway, if circumstances warrant this.

Such behaviours may be exhibited by children who have faced challenges in their early childhood experiences and family circumstances. As a federation, we recognise that their behaviour is a way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilled staff to build relationships with each individual child through behaviour mentoring and develop behaviour management plans to support children who are exhibiting such behaviour. The federation will record all serious behaviour incidents on My concern.

Exclusions will occur following extreme incidents at the discretion of the executive headteacher. A fixed term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect upon their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, then other options may include be removed from the playground for a period of time, community service for a period of time or for the child to work in an alternative environment for a period of time.

We understand that through this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

We are a reflective and learning school, every time a serious behaviour incident occurs staff who have dealt with such an incident will have a supervision meeting to discuss the incident and reflect on our management process of such occasions.

**Permanent Exclusion:**

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- Additional sources of support have been sought and implemented and these have not had a positive impact over a period of time.
- The risk to pupils and staff is too high.
- The impact on pupils, staff and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with family to find a positive outcome where possible. In all instances, what is best for the child will be at the heart of all our decisions.

**Attendance:**

The senior leadership team are responsible for co-ordinating attendance. Their role is to:

- work positively with all members of the school community to promote good attendance;
- induct new staff in the school's commitment to improving attendance;

- work with key staff to identify those children who have attendance below 90% to tackle any barriers and help improve attendance.
- work with all staff to monitor pupil progress and attendance;
- liaise with parents;
- monitor attendance of individual pupils and groups of pupils and hold regular meetings to tackle any issues.
- Keep annotated records of significant absence taken from discovery data
- Liaise with the Education Welfare Officer to analyse attendance data and monitor pupils who have attendance below 90%

The Headteacher will keep governors regularly informed about inclusive provision in the school and this includes information about behaviour and attendance. It is important that staff look for the reasons behind low attendance and go above and beyond to address these concerns – working with pupils and their families to support children in coming to school.

### **Evaluating the Behaviour and Attendance Policy**

This policy is reviewed bi-annually in the autumn term. The whole staff are involved in monitoring behaviour in the school and reflecting on the effectiveness of rewards, sanctions and the appropriateness of this policy.

All pupils are encouraged to discuss their concerns about behaviour to their class teacher and their involvement is very much welcomed.

Governors, staff, pupils and parents are involved in the consultation process of this policy and have due regard to their legal obligations in its drawing up and implementation.

Policy reviewed by:



Date: 01/09/23

Review Date: 01/09/25

Appendix One: One Page Summary

<p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>• Be respectful to pupils</li> <li>• Be calm and give take up time when going through the steps</li> <li>• Promote positive behaviour</li> </ul>	<p><b>Our three rules:</b></p> <ul style="list-style-type: none"> <li>• Be ready</li> <li>• Be respectful</li> <li>• Be safe</li> </ul>
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**Appendix Two: Micro-Scripts**

Re-direction (drive-bys)	Non-verbal clues, adjust seating plan, non-verbal acknowledgment e.g. standing by the pupil, tap on the desk, point to the rule etc
Rule Reminder – clarify expectations, give choices, remind of previous good contact	I noticed you chose to continue to .... ( <i>noticed behaviour</i> ) This is a REMINDER that we need to be ( <i>ready/respectful/safe</i> ). You now need to ( <i>appropriate behaviour</i> ). Thank you for listening.
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**Appendix Three: Behaviour Support Plan**

Behaviour Support Plan							
Pupil name:	Class:						
Year Group:							
Date of birth:	Medical conditions/needs:						
Date plan starts:	Staff working with the pupil:						
Date of next review:							
<p><b>Challenging behaviour</b></p> <p><i>What does it look like?</i></p> <p><i>What triggers it?</i></p>	<p><b>Targets</b></p> <p><i>What are we working towards?</i></p> <p><i>How do we get there?</i></p>						
<p><b>Strategies for positive behaviour</b></p> <p><i>How do we maintain positive behaviour?</i></p> <ul style="list-style-type: none"> <li>• <i>Phrases to use</i></li> <li>• <i>Rewards, motivators</i></li> <li>• <i>Movement breaks</i></li> </ul>	<p><b>Early warning signs/ Pro-active responses</b></p> <p><i>How do we prevent an incident?</i></p> <ul style="list-style-type: none"> <li>• <i>What to look out for</i></li> <li>• <i>How to respond (reminders, alternative environment)</i></li> <li>• <i>Distraction – what works?</i></li> <li>• <i>What situations/times are likely to trigger a reaction?</i></li> </ul>						
<p><b>Reactive strategies</b></p> <p><i>How do we diffuse the situation?</i></p> <ul style="list-style-type: none"> <li>• <i>What to do and what not to do</i></li> <li>• <i>Phrases to use</i></li> <li>• <i>Calming techniques</i></li> </ul> <p><i>At what stage should another member of staff be informed? Who should this be?</i></p>	<p><b>Support after an incident</b></p> <p><i>How do we help the pupil reflect and learn from the incident?</i></p> <p><i>Is there anything that staff can learn about working with this pupil?</i></p>						
<p><b>Agreement:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Parent name</td> <td style="width: 50%;">Staff name</td> </tr> <tr> <td>Parent signature</td> <td>Staff signature</td> </tr> <tr> <td>Date</td> <td>Date</td> </tr> </table>		Parent name	Staff name	Parent signature	Staff signature	Date	Date
Parent name	Staff name						
Parent signature	Staff signature						
Date	Date						

<b>Behaviour Support Plan</b>			
Pupil name:		Class:	
		Year Group:	
<b>Skills and talents</b>		<b>Achievements</b>	
<b>Likes</b>		<b>Dislikes</b>	
<b>Log of incidents:</b>			
Date	Description of behaviour	Trigger for incident	Action taken
<b>BSP evaluation and next steps:</b>			
<p><i>How effective is the plan?</i></p> <p><i>Record suggestions to be considered when this plan is reviewed.</i></p>			



Growing to be the best that we can be for God, Ourselves and Each Other  
Thessalonians 5:11: *Therefore encourage one another and build one another up,  
just as you are doing.*