



Behaviour Policy

Our behaviour policy is based upon our building blocks of good practice: -

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless Routines
4. Scripting difficult interventions
5. Restorative follow-up

These 5 pillars are used as structure for our behaviour plan and as framework for explaining to staff, parents and other stakeholders how behaviour is managed in our school. The pillars give the right balance between consistent practice and allowing reasonable adjustment for all staff to deploy different teaching styles, approaches and personalities.

The school has adopted 3 school rules, these are:

RRS

Ready, Respectful, Safe

(These rules will be continually referenced to by staff)

Routines: (This is how we do it at Spire)

1. We believe in starting each day on a positive note, therefore each child will be welcomed into the classroom, by the adult teaching the child that day. Children are then expected to sit down and begin a task that has been prepared for them.
2. Each class will have a 'Recognition board', which will be used to positively recognise children who are exhibiting desired social behaviours or learning behaviours. The recognition board fosters a positive inter-dependence in the classroom, but there is no prize or material reward. At the end of the day / week the aim is for everyone to have their name on the board.

3. We aim to recognise excellent behaviour or standards by marking it with positive recognition for children who go over and above. Recognition could include an invitation to the weekly 'Tea with the Head', a text home, a note home, a phone call, or publically praised during our weekly red box assembly. Visitors & supply staff are asked to also recognise children who go over and above.

4. To ensure consistency from staff we will aim to adhere to the 8 steps of certainty:
 1. When children escalate take them back to the original behaviour before you deal with the secondary behaviours.
 2. Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
 3. Use phone calls and positive notes home to reinforce your positive certainty.
 4. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
 5. Use the term when you are speaking to children about their behaviour : 'If you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine / make a house under the desk / you can be certain that you will receive a sanction that I will enforce.'
 7. Resist the temptations to deal with minor indiscretions with high level sanctions.
 8. Aim to deliver and execute sanctions on the same day so that every child can start each day with a clean sheet.

Staff

To support the staff in achieving these goals, we will aim to adhere to the 7 shifts in adult behaviour:

1. Deliberately noticing something new about each child
2. Focussing positive attention on effort not achievement
3. Stopping yourself from telling the children how their negative behaviour makes you feel
 4. Refusing to shout
 5. Introducing more non-verbal cues
6. Focussing positive recognition on those going over and above
7. Ending the lesson / day with positive reflections every time

Break time

Once the bell goes to signal the end of break / lunch, children will be expected to stand still. Staff will then walk into school with their class, one class at a time.

Classroom Practice

The classroom behaviour plan (5 step plan) –Reminder: A reminder of the three simple rules (ready, respectful and safe). Delivered privately, where ever possible give take up time for pupil to absorb what has been said.

- **Caution:** A clear verbal caution given verbally where ever possible, making the child aware of their behaviour and outlining that there will be consequences if the behaviour continues. Use the phrase, think carefully about your next step as there will be consequences.
- **Last chance:** Deliver the micro-script privately to give a final opportunity to engage.
- **Time out:** Deliver the micro-script which will involve the child spending a maximum of 2 minutes outside the classroom. This is a time for the child to calm down, breath, look at the situation from a different perspective and compose themselves.
- **Repair:** This might be a quick chat at break time in the yard, or a more formal setting.

Restore, Redraw, Repair

Following an incident that requires (step 5), a repair then a restorative conversation will take place, which the adult and child concerned. This could range from a quick chat to a more formal conversation. (see Appendix A – for ways to conduct a restorative conversation, B for questions)

The restorative conversation:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

The microscripts – How to deal with misbehaviour

1. Reminder of the three rules

2. Think carefully about your next steps

3 (1). I have noticed you are....

You have chosen to.....

Do you remember yesterday when you were brilliant....

That's what I need to see today....

Thank you for listening....(give take up time)

3 (2). I have noticed that you....

I need to see you....

I expect....

I know you will....as I have seen you do it before

Thank you for listening (give take up time)

4. I have noticed that you have chosen to ignore me

every choice has a consequence...

please go onto the corridor for 2 minutes and come back when you are ready to learn / you will have to come back at breaktime and complete your work / you will have to come back at breaktime for a discussion

5. repair

Lunchtime/playtime/corridor

1. Reminder of the three rules
2. Think carefully about your next steps
3. I have noticed that you were....

Your poor choices have caught my attention....

Do you remember yesterday when you were brilliant....

that's what I would like to see today.....

4. You have chosen to ignore me....

Every choice has a consequence....

The consequence of your choice is that you need to walk around the playground with me for 5 min
(have restorative conversation at this point)

5. repair

If the situation continues to escalate.

4. You have chosen to ignore me....

This is serious enough for me to go and discuss it with Mr Haslam / to Mr Shaw

5. repair

The Learning

1. **Getting the class silent and ready for instruction** (various methods)
2. **Setting the class to work (TROGS)**

Time and task (give the time / deadline before the task so the children can listen to the task and begin time planning)

Resources (what they will need and where to find them)

Outcomes (linked to success criteria)

Grouping (individual / paired / groups, seating arrangements)

Stop signal (various methods)
3. **Reflective questioning** (Pause to check understanding, check learning and share good practice eg early pause for reflection – do you understand; end of lesson reflection – AFL; during lesson pause – reflect upon behaviour.
4. **Eliciting Success Criteria** – shared writing or teacher sharing the success criteria
5. **Routines** – structure routine (instructions) in threes.

Parents

We aim to recognise excellent behaviour and share this with parents. However, if there is a serious behaviour incident then parents will be invited in to school to attend a restorative meeting.

Use of outside agencies

The school may call upon the services of the following to help address a child's behaviour difficulties:

- Educational Psychologist
- School Nurse / Doctor
- CAMHs
- Behaviour support service

Information on fixed term and permanent exclusion

Fixed term exclusion

Pupils whose behaviour continues to cause concern and do not respond to the support provided may be excluded for a fixed term. Pupils whose behaviour is dangerous or extremely violent will also be excluded for a fixed term. Outside agencies will be involved if necessary.

When the pupil returns the school will set further targets for improvement and to avoid the next stage.

If no progress is made following fixed term exclusion then formal warning of the move to permanent exclusion will be given. The school will seek advice from the LEA for alternative options such as managed moves.

Permanent Exclusion

The Headteacher will exercise his duty to permanently exclude a pupil when he feels that:

- The safety of other pupils / adults can no longer be assured; and /or
- The pupil is continually affecting the education of others; and / or
- The school has exhausted all measures to try to improve the pupil's behaviour;
- The pupil has seriously breached the school's behaviour policy.

The school will follow DfES guidance on permanently excluding pupils.