

Verwood First School Behaviour Guidance

Trust-wide guidance for those with responsibilities in relation to behaviour and discipline - September 2023

This **guidance** is designed to sit at school level and act as the guide to how we apply the policy in our school.

1.0

Initio Learning Trust Vision

Our vision: Enabling everyone to flourish in our communities and beyond.

Our values: Collaboration, Ambition, Respect

1.1 Defining our Culture of Behaviour

All of our schools work towards our aspiration that:

All children and young people will leave us as **responsible**, **respectful** and **resilient** citizens who are able to flourish and thrive in society.

Behaviour will be **taught** not controlled; **analysed** not moralised so that behaviour becomes an **internal** not external discipline. We will do this by creating **respectful** relationships that are **curious** about context, **compassionate**, **calm** and **consistent**.

1.2 Trust- wide Behaviour Principles:

All of our schools work towards the principles that:

- Everyone has the right to an open, friendly and studious classroom environment free from disruption or aggression
- All CYP will have support with behaviour management if they need it
- Staff are role models for behaviour and will manage behaviour effectively to ensure a good and safe learning environment (*Teacher standard 7. T and L principles 1*)
- Staff will establish and explicitly teach routines (*T and L principles, 1*)
- Schools that offer outstanding appropriate support alongside relentlessly high expectations for pupils will see excellent behaviour demonstrated and, therefore, will maximise learning time

2.0

Trust-wide Behaviour Expectations

We embed our culture by our three Trust-wide behaviour expectations that have been agreed by all of our schools to teach, model and insist upon. Each expectation may look slightly different at each stage of a pupil's development so phases will need to agree how the teaching, modelling and encouragement of the expectations is developed in their phases.

2.1 The three Trust behaviour expectations are:

- 1) Readiness to Learn
- 2) Respectful Relationships
- 3) Engagement

2.1a Demonstrate Readiness to Learn

What?

Readiness to learn is the expectation that we have of our pupils at the start of learning episodes, be that formal or informal. It is having the correct skills and equipment to accelerate learning.

Why?

Being ready to learn is an important life skill; showing respect for those around you and the environment and demonstrating organisational skills. Readiness to learn means that pupils are able to make the most of the learning, becoming rapidly engaged in thinking about key learning (T and L principles, 1)

How?

As a minimum,

Staff will:	Pupils will:	Senior leaders will:	We would like Parents to:
<ul style="list-style-type: none"> ● be on time to lessons ● provide visual and written examples of equipment needed ● clearly indicate what level of peer interaction the learning episode requires ● model the behaviour they wish to see ● have the learning ready for the pupils ● teach the routines for the classroom, including entry and exit ● Reinforce expectations through the school's behaviour system 	<ul style="list-style-type: none"> ● Walk calmly and quietly around school and enter and leave classrooms respectfully and safely ● Have their <i>reading book</i> and reading record every day ● Tidy away resources respectfully and safely, as guided by the adults 	<ul style="list-style-type: none"> ● Communicate the expectations clearly to all staff, pupils and parents ● Reinforce expectations through their behaviour system ● Provide regular reminders and opportunities for teaching of the expectations ● Support staff to teach, model and enforce the expectations through thorough CPD 	<ul style="list-style-type: none"> ● Ensure their child has access to the correct uniform/ equipment for school ● Ensure pupils have their book bags with reading records and reading books ● Ensure their child is on time for school and follow the correct protocols in case of absence / lateness ● Support the school with the expectation of readiness to learn

2.1 b Demonstrate Respectful Relationships

What?

Respectful relationships means building considerate and courteous relationships with all members of the school and wider community.

Why?

We want all pupils in our Trust to leave us as responsible, respectful and resilient individuals. Learning how to foster respectful relationships is key to being confident in wider society and in whichever place of work our pupils decide to enter. Excellent relationships can motivate CYP to achieve (T and L principles, 1)

How?

As a minimum,

Staff will:	Pupils will:	Senior leaders will:	We would like Parents to:
<ul style="list-style-type: none"> ● Model respectful relationships ● Greet pupils into lessons ● Speak calmly and fairly to all ● Ensure the vocabulary used is inclusive ● Be tolerant of pupil's needs and ensure their needs are catered for ● Seek to understand the wider context of a pupil's life ● Teach social cues, where appropriate ● Challenge any 	<ul style="list-style-type: none"> ● Speak to all calmly and fairly ● Use language that is inclusive and non derogatory ● Be welcoming and open to new pupils, parents and visitors ● Attempt all tasks to the best of their ability ● Demonstrate and promote the schools values (6Rs and Fruits of the Spirit) 	<ul style="list-style-type: none"> ● Communicate the expectations clearly to all staff, pupils and parents ● Reinforce expectations through their behaviour system ● Provide regular reminders and opportunities for teaching of the expectations ● Support staff to teach, model and enforce the expectations through thorough CPD ● Model respectful 	<ul style="list-style-type: none"> ● Model respectful relationships, especially when working with the school ● Use language that is inclusive and challenge language which is not inclusive or is derogatory ● Encourage their children to try their best at all tasks ● Talk about members of the school community in a respectful way ● Talk positively about school

<p>language that seeks to be derogatory to an individual or a group</p> <ul style="list-style-type: none"> • Be open and welcoming to parents and visitors • Encourage all pupils to try their best • Demonstrate and promote the schools values (6Rs and Fruits of the Spirit) 		<p>relationships with all in the school and wider community</p> <ul style="list-style-type: none"> • Use whole school teaching to demonstrate respectful relationships • Demonstrate and promote the schools values (6Rs and Fruits of the Spirit) 	<ul style="list-style-type: none"> • Demonstrate and promote the schools values (6Rs and Fruits of the Spirit)
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2.1c Demonstrate Engagement

What?

Engagement is the expectation that all members of the school will be actively involved in the school community, whether that is in a learning episode or something more informal. Engagement is showing that you are listening, actively participating and ready to respond.

Why?

Engagement fosters motivation to participate in school activities and allows pupils to have a strong sense of belonging which is important as they grow and mature. Engagement in learning maximises every learning opportunity by minimising low level distractions (T and L principles, 1)

How?

As a minimum,

Staff will:	Pupils will:	Senior leaders will:	We would like Parents to:
<ul style="list-style-type: none"> • Model engagement when pupils are 	<ul style="list-style-type: none"> • Track/ look at the person whilst they are 	<ul style="list-style-type: none"> • Communicate the expectations clearly to 	<ul style="list-style-type: none"> • Model engagement with their children

<p>addressing others including giving appropriate responses</p> <ul style="list-style-type: none"> • Teach active listening to pupils • Make themselves aware of individual pupil's needs • Ensure that lessons are adapted to cater for pupils' needs in line with SEN and behaviour support plans where appropriate. • Make lessons relevant with an appropriate level of challenge • Use visual and verbal reminders about active engagement in lessons • Use feedback to gauge the engagement in lessons and beyond • Encourage pupils to participate in extracurricular activities • Model good attendance 	<p>speaking</p> <ul style="list-style-type: none"> • Not distract others • Be ready to answer questions and/or contribute to discussions • Respond to feedback • Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leader etc • Attend school regularly and on time • Always try their best 	<p>all staff, pupils and parents</p> <ul style="list-style-type: none"> • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for teaching of the expectations • Support staff to teach, model and enforce the expectations through thorough CPD • Track pupil engagement in extracurricular activities • Ensure there is an appropriate range of extracurricular activities on offer • Monitor attendance and support leaders to support families where attendance is not as expected 	<ul style="list-style-type: none"> • Encourage engagement in extracurricular activities, either during school time or outside of the school day • Use staff feedback to understand how engaged their child is in school life • Ensure regular and punctual attendance at school
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3.0 Types of Behaviour

Verwood CE First School & Nursery generally defines behaviour into the following four categories:

3.1 Pro-Social behaviour

This is the behaviour that we wish for all of our CYP to aspire to. It is defined as behaviour which is positive, helpful, and intended to promote social acceptance.

It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society. Examples of pro-social behaviour can be (but are not limited to):

- Showing courtesy at all times - helping others with tasks and lending equipment
- Open and welcoming culture - eye contact/politeness when listening and talking to others (pupils, staff and visitors)
- Respecting our environment (immediate surroundings and wider environment)
- Showing empathy, inclusivity and kindness towards others (respect)
- Seeking responsibilities
- Demonstrating a growth mindset but seeking support when needed
- Using appropriate language
- Being punctual and doing the right things at the right times
- Showing appropriate self-care and self-control

3.2 Un-Social behaviour

This can be defined as not seeking or giving to association with others. It is characterised by being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It can sometimes present as not doing as instructed, but not to the detriment of self or others. Examples of un-social behaviour can be (but are not limited to):

- Not following instructions
- A lack of work in lessons
- Disengaged - not showing readiness to learn
- Head on the desk and unresponsive
- Copying others and staying quiet to avoid attention
- Homework not being completed

3.3 Anti Social Behaviour

This can also be classed as 'Difficult' behaviour when it is anti social but not dangerous (*see 3.4*)

This can be defined as behaviour that causes harm to an individual, the community or to the environment. It is characterised by behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of another person or is contrary to the laws and customs of society. Examples of anti-social behaviour can be (but are not limited to):

- Persistent disruption of learning - e.g calling out
- Absconding from the classroom
- Causing disrepute to the school
- Bullying

- Harassment
- Threatening behaviours and inappropriate language

3.4 Dangerous behaviour

This can be defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility. Examples of dangerous behaviour can be (but are not limited to):

- Racist / homophobic/ sexist abuse
- Physical violence
- Inappropriate language
- Spitting
- Wilful damage to property
- Running away
- Child on child abuse
- Persistent Bullying

The school will closely monitor CYP who are displaying un-social or antisocial / difficult behaviour and ensure that checks have been made about their specific learning needs, safeguarding needs and where interventions may be needed to ensure provision throughout the curriculum and school is appropriate (*see roadmap appendix A*)

Most CYP will never need to be subject to any consequences for anti social or dangerous behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.

However, there may be one or two CYP in each class who may be at risk of harming themselves either physically or by withdrawing, hiding etc. These are often the very quiet or withdrawn CYP who can be missed from planning as their behaviours do not trouble anyone and staff at the school will be aware of these CYP and monitor them closely.

4.0 Rewards

Verwood CE First School & Nursery recognises that modelling and teaching pro-social behaviour will likely result in more pro-social behaviours being shown. CYP can be recognised for their pro-social behaviour with a system of rewards.

Rewards will be genuine and specific, allowing the reward to be a teaching opportunity. Rewards can include (but are not limited to):

- Verbal recognition
- Contact with home
- Formal recognition - class gems
- Choice of activity (gem Jar rewards)
- Fruit of the Spirit Award
- Headteacher award

How is pro-social behaviour encouraged and rewarded at VFS?

Underpinning all of our acknowledgements of pro-social behaviour are our 6Rs for Learning and 'Fruit of the Spirit' and our school vision. This drives our relentless expectation of strong and positive behaviour across the school for all pupils.

- **6Rs (for learning)** - *Respect, Resilience, Responsible, Resourceful, Reciprocal, Reflective*
- **Fruits of the Spirit (values for life)** - *Love, joy, peace, self-control, patience, kindness, gentleness, faithfulness, goodness*

To encourage pro-social behaviour, when a child is noticed by a member of staff for good behaviour; demonstrating the school values or showing the 6R's they will be asked to place a gem in the class gem jar collection.

When the class has earned enough gems to fill the whole jar, they will receive a 5 minute reward agreed between the teacher and the class.

Each week during Friday Praise worship 2 children from each class will be awarded a 'Fruit of the Spirit' certificate for demonstrating the school values.

Each week a child in each class will be awarded a Headteacher's award in recognition of having demonstrated one of the 6 R's within their work that week.

5.0 Consequences

All behaviour has consequences and Verwood CE First School & Nursery recognises that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences for behaviour, including rewards, detailed above.

5.1 Consequences for un social behaviour could include (but are not limited to):

- Missing unstructured times to complete work
- Restorative reflection/ conversation
- Apologising

5.2 Consequences for anti social / difficult behaviour could include (but are not limited to) :

- Spending some reflective time away from peers
- A loss of unstructured times
- Meeting with others through a restorative process
- Use of alternative provision

Anti social / difficult behaviour may also result in suspension or exclusion from the school.

5.3 Consequences for dangerous behaviour could include (but are not limited to) :

- Restorative processes
- Time spent away from peers
- Internal exclusion
- Loss of playtimes
- Suspension
- Use of managed moves
- Use of alternative provision to improve behaviour

Dangerous behaviour may also result in a Permanent Exclusion from the school.

At Verwood CE First School & Nursery we have a system for consequences but we acknowledge that there may be some CYP who sit outside of any formal system and we will apply our knowledge of the CYP and their context when making decisions about consequences to ensure **equity**.

Our main approach to behaviour management is to reinforce positive behaviour whenever possible and to recognise & reward this behaviour at every opportunity. As a school we believe that mistakes are an important part of learning. Therefore, it is important to us that we convey the message that everyone can learn from mistakes. There are occasions when children need guidance and clear boundaries. When inappropriate behaviour takes place, staff members consider each case on an individual basis and any decisions made will be dependent on circumstances.

- For behaviours classified under code 3 (see codes below), the incident will be recorded on the Behaviour Log. The pupil will have a restorative conversation with SLT during lunchtime that day where possible.
- All reflection times will aim to be on the same day as the incident of behaviour in line with our ethos of learning from mistakes. However, any code 3 behaviours from the afternoon will be followed up the next day.
- In order to ensure equality for all (Equality Objective 1) the Head and Deputy will monitor children of concern and incidents in each base through a Behaviour log.
- Where poor behaviour persists and the child continues to attend reflection, the Head Teacher will meet with parents and child. Where a pattern of bullying or a serious incident occurs this is followed through weekly reviews and monitored closely. Parents will be informed at an early stage.

**Verwood CE First School & Nursery
Behaviour Codes**

Examples of each code

Code 1 Low level disruption in class or on the playground	Code 2 Disruption of lesson / playtime activities	Code 3 Prevention of other children learning / playing in peace	Code 4 Serious behaviour	Code 5 Extreme violence and aggression
Inappropriate swinging on chairs Calling out inappropriately Silly noises Not listening Not respecting other children Interfering with peers Rough play Work avoidance – wandering around Not lining up correctly Damage of property through carelessness Talking in class whilst the teacher is talking	Repeating above after receiving 'Code 1' Being unkind Name calling Unacceptable standard of work	Repeating above after receiving 'Code 2' Ignoring adults Biting Spitting stealing Answering back to adult Disrespect swearing Reactionary behaviour Throwing food Unsafe behaviour Not telling the truth Persistent name calling Exposing themselves (KS2)	Unsafe behaviour Violent behaviour Swearing at someone Fighting Stealing Graffiti Damaging property Persistent bullying Racism/ Bullying – more than one incident Repetition of behaviour after being given a 'Code 3'	Repeating above after receiving 'Code 4' Extreme aggression or violence endangering other people Pupil completely losing control of their behaviour Physical violence towards an adult Swearing at an adult

Anti-Bullying Policy

[Anti-bullying poster](#) - designed by VFS pupils from Year 3 and Year 4, shared with parents in Autumn 2022.

Anti-Bullying

All schools have incidents of poor behaviour and these are managed carefully. Bullying is a much stronger term so this section is an attempt to clarify what we understand by 'bullying' in school and how we address this issue.

Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children’s experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour (intentional)
- It is usually repeated over time (persistent)
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Forms of Bullying:

TYPE OF BULLYING	DEFINITIONS
Emotional	Being unfriendly, excluding, tormenting
Physical Hitting	kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobia • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance,

	or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying (Electronic)	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to act to end the bullying and provide support for the bullied pupil.

Prevention

We continuously strive to develop a culture that embraces differences and never tolerates bullying. We are doing this through:

- the delivery of an appropriate curriculum
- training for staff to ensure a knowledge about diversity and training to identify bullying and follow school policy and procedures on bullying

- the modelling of appropriate respectful behaviour by staff & pupils and other members of the school community.

If bullying behaviour should arise, we aim to deal with it in the following ways:

- take it seriously
- listen
- help children to discern bullying and accidental or one-off incidents
- encourage through role play and discussion, understanding of each other's actions and reactions
- take appropriate actions and sanctions according to the individual case
- seek external support and expertise if deemed necessary (we have a Pupil and Parent Support worker)
- contact parents/carers if we suspect their child is being bullied or is involved in bullying behaviour
- Incidents of bullying are communicated on My Concern and a process of monitoring follows
- Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children / young people and parent carers and not necessarily via a reduction in reported incidents

Harassment

No level of racial, sexual or other harassment will be tolerated. The DfE introduced new guidance for schools in relation to sexual violence and sexual harassment. This can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and
- sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.
- online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- Any such incidences will be referred directly to the Senior Leadership Team, who will record the incident. All pupils involved will be interviewed, and parents informed as appropriate. Persistent harassment may result in a pupil’s exclusion. Any concerns relating to sexual harassment and violence will provoke a response under safeguarding procedures, as stipulated in the Safeguarding Policy. By this, meaning that the Designated Safeguarding Lead will be informed and inter-agency communication such as social care, early help/identified professionals will be notified as deemed necessary.

6.0

Further reading:

Useful policies and documents to be read in conjunction with this guidance:

Verwood CE First School & Nursery behaviour and anti-bullying policies:

[Rewards and sanctions Behaviour and Discipline](#)

[Anti-bullying poster](#) - designed by Year 3 and 4 children

Policies / Guidance

- The Equalities Policy
- Schools SEND policy
- The Child Protection Policy

- The Attendance Policy
- Exclusions Policy
- Anti Bullying Policy
- Mental Health Guidance

DfE guidance and legislation

- [KCSiE, 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022](#)
- [Behaviour in Schools, 2022](#)
- [Alternative Provision, 2016](#)
- [Equalities Act, 2010](#)
- [SEN Code of Practice, 2015](#)

and;

- The vision, values and strategic outcomes of Initio Learning Trust
- Initio Learning Trust's Principles of Teaching and Learning

Useful books:

[Know Me to Teach Me by Louise Bomber](#)

[Inside I'm Hurting by Louise Bomber](#)

[Conversations that matter: Talking with Children and Teenagers in Ways That Help by Margot Sunderland](#)

[Dealing with Feeling by Tina Rae](#)

[When the Adults Change, Everything Changes by Paul Dix](#)

[After the Adults Change. Achievable Behaviour Nirvana by Paul Dix](#)

[My Hidden Chimp by Prof Steve Peters](#)

[The Behaviour Guru: Behaviour Management Solutions for Teachers
by Tom Bennett](#)

[Teach Like a Champion \(3.0\) by Doug Lemov](#)

[Beyond Discipline: From Compliance to Community by Alfie Kohn](#)

[Miss, I don't Give a Sh*t by Adele Bates](#)

[Useful websites:](#)

<https://www.teachervision.com/teaching-strategies/behavior-management>

<https://beaconschoolsupport.co.uk/resources.php>

<https://www.nhs.uk/conditions/baby/babys-development/behaviour/dealing-with-child-behaviour-problems/>

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

[Appendix A - roadmap of support](#)

Please right click on the picture below and select 'open link' to view the roadmap of support



<https://prezi.com/view/CaD3hB25Sv8kYtAeqr8m/>

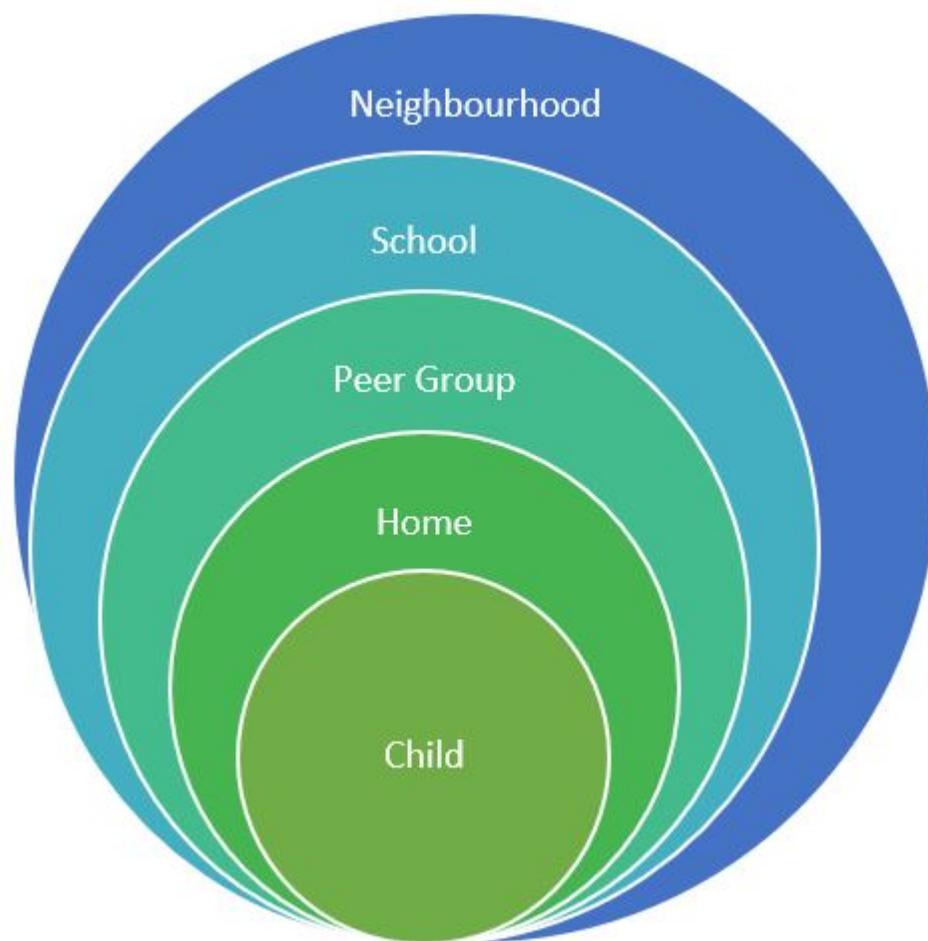
Appendix B - ABC behaviour chart:

Name:

ABC CHART

Date / time	ANTECEDENT Location, activity, people	BEHAVIOUR Describe what you saw	CONSEQUENCE What did you do/how did the person react.	Possible purpose/reason

Appendix C - Contextual Circle:



Appendix D - Example of anxiety mapping chart

