



Live, Love, Learn, Littletown

Littletown Primary Academy

Honiton Bottom Road, Honiton, Devon, EX14 2EG

01404 548749

admin@littletown.devon.sch.uk

www.littletown.devon.sch.uk

Behaviour Policy

**This Policy was adopted by the Full Governing Body of
Littletown Primary Academy**

On: October 2023

**Signed.....
(Chair of Governors)**

Date Policy to be reviewed:

Senior Leader responsible for managing this policy	
Name: David Perkins	Position: Principal
Contact Details:	head@littletown.devon.sch.uk 01404 548749

1. Statement of Intent

Littleton Primary Academy is committed to 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 core values which focus around learning how to Live, how to Love and how to Learn with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aims of the policy

- 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 promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners to 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 all staff have high expectations of learner behaviour and conduct.
- To give recognition to pupils who consistently behave well and going 'Over & Above'.
- To support pupils who struggle to meet behavioural expectations by taking intelligent, fair and highly effective action.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

3. Purpose of the policy

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

- Recognise behavioural norms.

- Positively reinforces behavioural norms.
- Promotes self esteem and self discipline.
- Teach appropriate behaviour through positive interventions.

Expectations of Adults

We expect every adult to:

1. **Meet and greet** every child every morning.
2. Refer to our school rules of '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (eg, Recognition boards)
6. Be **calm** and give 'take up time' when carrying out the steps and always look to prevent behaviour escalation.
7. **Follow up** every time, retain ownership and engage in reflective repair dialogue with learners.
8. **Never ignore** or walk past learners who are behaving poorly.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners.

Senior leaders will:

- Take time to welcome children and family members at the start of the day.
- Be a visible presence around the site and especially at transition times to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners where efforts go above and beyond expectations.
- Support staff in managing learners with more complex or entrenched negative behaviours.

- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Regularly share good practice.

Positive Strategies

Strategies are based on the research work of Paul Dix on improving behaviour in schools. The following positive strategies will be used consistently by all adults in the school.

They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as larger, more public rewards. Praise is used to create a positive atmosphere in the classroom and school.

Recognition Boards

A Recognition Board will be used to encourage exemplary conduct which is over and above based around Littletown Primary Academy values of Live, Love, Learn. The emphasis is on children working together as a team supporting, encouraging and celebrating the behaviour of peers to get everyone's name on the board.

Sanctions and support

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is what is needed.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in the behaviour policy for dealing with poor conduct.

The reminder

A reminder of the expectations for learners to be **Ready, Respectful, Safe** specific to context is delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution (30 second script). See appendix 3

A clear verbal 'caution' delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. These cautions are scripted for complete consistency across the school and feature the following components:

- a) A gentle approach, personal and non threatening, side on, eye level or lower.
- b) Observed and previously mentioned behaviour is stated and which rule/routine is contravenes.
- c) The learner is told what the consequences of their action is. Previous good behaviour/learning is referred to as a model for the desired behaviour.
- d) Staff will thank the child for listening and walk away allowing the learner to decide what to do next called 'take up time'.

Staff will not engage in endless behaviour exchanges and discussions in order to ensure energy and attention is given to returning the learners to their learning and giving first attention to best conduct.

The time-out

This is used as appropriate proportionate to age of children. (eg Year 1 children are not made to stand outside classrooms for 10 minutes etc). Usually a maximum of 3 minutes is enough for thinking to take place.

- The learner is asked to speak to the teacher away from the other learners.
- Boundaries are reset.
- The learner is asked to reflect on their next step. They are again reminded of their previous good conduct, attitude or learning.
- Learner is given a final opportunity to re engage with the learning/following instructions.

If this step is unsuccessful, or if the learner refuses to engage in conversation or take a 'time out' then the learner will be referred to Senior Leaders and a sanction will be imposed such as missing break time or a restriction in choices.

Consequences and sanctions

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

Paul Dix

Staff will always deliver sanctions calmly and with care. Poor behaviour is never confronted with anger as this is ineffective in both the short and long term improvement of learner behaviour.

At Littletown, we encourage positive behaviour which reflects our rules of ensuring pupils are always; 'Ready, Respectful, Safe. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional identified need, examples of these will be detailed on their personalised Behaviour Plan.

Behaviour Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Policy in order to ensure behaviour and expectations are clear and consistent.

Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Visual reminders (see Appendix 4)

Consistent language and consistent visual prompting maintains high awareness of expectations.

Wellbeing/relational plans

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents. Behaviour is monitored to show progress towards agreed targets. This is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give either shame or fame to those who choose not to meet our high standards of behaviour.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

We believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions {See Appendix 5}

These restorative questions will be used to support restorative meetings and/or conversations.

Partnership stage

The partner stage will be implemented where there is cause for concern for behaviour and conduct of a learner. Senior Leaders will engage in a partnership plan with the learner and will:

- Support and if necessary, facilitate the reparation meetings required between members of staff and learner.
- Develop an appropriate action plan with the learner and engaging parents with this.
- Monitor and review progress towards targets.
- Discuss both the consequences for the learner if not meeting the required actions and the positive outcomes for everyone if conduct improves.
- If a learner does not achieve the required change in conduct agreed within the action plan further warnings and sanctions can be utilised as necessary.
- Learners are then given a second chance to achieve the targets agreed on the plan.

All of these actions and outcomes will be recorded on our online monitoring platform.

Restorative conference

A restorative conference will be called if behaviour continues to be a concern after the partnership stage.

A 360 degree view of the learner will be convened. This includes class teacher, senior leadership, parents and any other professionals as appropriate. The meeting addresses the learners progress, achievement, learning needs, attitudes and behaviour.

Every effort will be made to encourage and support a change in the learner's behaviour.

Suspensions and Exclusions

Actions will be agreed at the meeting and this will act as a final warning. If the learner does not complete the actions required then the procedure will move to the next stage which may include Suspensions (previously Fixed Term Exclusions).

A **serious breach** is an incident that may lead to a Suspension in isolation.

Where Suspensions or Permanent Exclusions are required, the school will follow the Statutory Guidance from the Department for Education (DfE) which can be found on the DfE website.

Role of parents and carers


Parents/carers are expected to work with the school as agreed in the home/school agreement.

Appendix 1



Live • Love • Learn - Littletown

Behaviour policy blueprint

Visible adult consistencies	Our Rules (minimum expectation)	Over and Above Exceeding our school values
Meet and Greet	Ready	Live
First attention to best conduct	Respectful	Love
Behaviour scripts	Safe	Learn
Commitment to 'repair'		
Relentless Routines		
Calm, caring, consistent		

Principles of behaviour management


Steps	30 second scripts	Restorative repair
1. Redirection	I have noticed	What happened?
2. 30 second script	The rule you are breaking is...	What were you thinking/feeling?
3. Last chance and take up time	You have chosen to	What have you thought since?
4. Consequence/Sanction	Because of this you need to	Who did it affect and how?
5. Repair (restorative conversation)	Do you remember when you?	How can we put things right?
	That is who I need to see today	If this happens again what can you do differently?
	Thank you for listening	

Appendix 2



Live • Love • Learn - Littletown

Classroom plan

	Steps	Actions
1	Redirection/Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2	30 second script	If the pupil still does not engage, use the 30-second script. Delivered privately whenever possible, making learner aware of their behaviour and clearly outlining the consequences if they continue.
3	Take up time	Give some time for the child to process the script and decide to change behaviour as a result or not
4	Time out/cool off time	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in The Nurture Room or a quiet area in the classroom as a chance to reflect away from others. The learner is given a final opportunity to engage.
5	Sanction as needed	If no appropriate response to warning and script give sanction. Sanctions not to be decreased or removed once given. Ensure they are proportionate and consistent (eg finish learning at break).
6	Restorative conversation	At end of the sanction or start of next lesson etc as appropriate. This might be a quick chat or a more formal restorative conversation.
7	Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Behaviour Plan for certain children identified with behaviour as an additional support need.

Appendix 3



Live • Love • Learn - Littletown

The 30 second script

'I noticed you are ..'. (wandering around the classroom chatting/still not completing your learning)

You are not following our school rule of being (Ready, Respectful, Safe)

You are choosing to (miss playtime to catch up with work) if you don't do this

'Do you remember when you...' (finished all your writing)

That is who I need to see today.

Thank you for listening

Appendix 4



Live • Love • Learn - Littletown

At Littletown we are:

Ready

Respectful

Safe

Appendix 5



Live • Love • Learn - Littletown

Restorative questions and repair

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?