



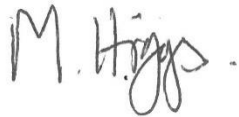
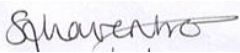
## **Behaviour Policy** **Aldermaston CE Primary School**

**Version:** 1

**Reviewed by:** Community Committee

**Date adopted by FGB:** July 2022

**Review by:** May 2023 (1 year)

<b>Role</b>	<b>Signature</b>	<b>Date</b>
<b>Headteacher</b>	Mrs M Higgs 	July 2022
<b>Chair of Governing Board</b>	Mrs S Chaventre 	July 2022

This policy outlines our school approach to behaviour management. At Aldermaston CE Primary School, we promote positive relationships and pro social behaviour to ensure we have the right environment to nurture our children so they can grow and thrive. Everyone here has the right to feel safe and happy and we aim to ensure that children are not disrupted or distracted from their learning.

## 1. Aims

This policy aims to:

- Promote the teaching, encouragement and recognition of pro-social behaviour and help children understand that they are responsible for their own behaviour.
- Enable children to develop positive relationships with peers and staff.
- Develop the use of protective and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions.
- Ensure everyone in our school community feels valued and has a sense of belonging.

## 2. Purpose

The purpose of this policy is to ensure a consistent approach to behaviour management that values, teaches and develops pro-social behaviour in every child.

## 3. Definitions

**Pro-social behaviours** – any actions that benefit the individual and others around them.

**Anti-social behaviours** – any actions likely to cause or causing harm to others or the environment, particularly behaviour that violates the rights of another person.

**Protective consequences** – any actions taken to ensure that everyone feels safe in our school environment.

**Educational consequences** – any actions taken to teach children about the impact of their behaviour to prevent recurrence.

## 4. Roles and responsibilities

The Governors will:

- Review and approve the written statement of behaviour principles (Appendix 1).
- Will review this policy in conjunction with the headteacher and monitor the policy's effectiveness holding the headteacher to account for its implementation.

The Headteacher will:

- Review this policy in conjunction with the Governors.
- Ensure that all aspects of school life encourage pro-social behaviour
- Monitor how staff implement this policy.
- Ensure staff undertake appropriate training which is regularly refreshed.

Staff will:

- Implement this policy.
  - Model a therapeutic approach in their daily practice.
  - Show an understanding of children's individual needs and experiences in their work to ensure equity for all.
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Children will:

- Work to the best of their ability and allow others to do the same.
- Show respect to everyone in our community and to our learning environment.
- Ask for and accept help when needed.
- Learn how to take responsibility for their own behaviour and how to revisit, reflect and repair when things go wrong.

Parents and carers will:

- Support the ethos, practices and decisions of the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Work with staff to help their child learn how to self-regulate as necessary.

## 5. Responding to anti-social behaviour

At Aldermaston CE Primary School, incidents of anti social behaviour will result in protective and educational consequences as required.

**Protective consequences** are actions taken to ensure that everyone feels safe in our school environment. Examples of protective consequences include extra adult support in particular situations, adapted curriculum provision and differentiated teaching spaces.

**Educational consequences** are actions taken to teach children about the impact of their behaviour to prevent recurring anti-social behaviour. Children are given the opportunity to revisit, reflect and repair so that they can learn from their experience. Examples of educational consequences include the use of role play and social stories to revisit and reflect on an incident and re doing learning tasks during break times, assisting in repairs and taking part in restorative meetings with those they have harmed or upset in order to repair relationships.

More detailed explanation of how we implement an therapeutic approach is contained in Appendix 2.

Therapeutic plans can be created for children who need extra support with developing pro-social behaviour. These plans are devised by all key staff involved with the child and are regularly updated.

There are times when children who need support with pro-social behaviour benefit from a smaller environment with fewer children and more adult support. We call these small gardens. They enable children to learn key skills to becoming more pro-social. They can be during class time or during break and lunch time. It is important that the progress of these children is reviewed regularly so they can move back to the larger setting when they are ready to do so.

## 6. Inclusion

We have chosen to adopt a therapeutic approach to ensure all children have a sense of belonging and enjoy shared involvement in pro-social experiences at school.

We recognise that anti-social behaviour may result from adverse childhood experiences, trauma, mental illness and other risk factors outside a child's control. Where children need individual support to develop pro-social behaviour, we will provide well-planned therapeutic interventions.

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## **7. Bullying**

Bullying is a type of anti-social behaviour defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Reports of bullying should be directed to the class teacher in the first instance who will alert the headteacher of the report. Appropriate records will be kept outlining the allegations made, resulting investigations and outcomes.

We encourage children to seek help from an adult as soon as anything happens which makes them feel upset. We use collective worships, PSHE lessons and whole school engagement in events such as anti-bullying week to educate children about reporting bullying behaviour, developing positive relationships and behaving in a pro-social way.

Any reports of bullying will result in measures put in place to help the child reporting to feel safe and happy at school. Bullying behaviour will be addressed through protective and educational consequences.

## **8. Physical interaction and intervention**

Staff may use appropriate physical interaction as part of their pro-social daily practice – examples include high fives to celebrate achievement, a quick hug to reassure an upset child, supporting a child to use equipment (e.g. scissors) or guiding a pupil to a safe area. Staff may also use reasonable force to restrain a pupil for safety reasons if they are at risk of hurting themselves or others or damaging property as a result of their anti-social behaviour. This will always be used as a last resort. If staff have had to intervene for these reasons, it will be recorded and reported to parents.

## **9. Exclusion**

Recurrent or serious anti-social behaviour may result in the headteacher deciding to exclude a child internally or externally for a fixed period of time or permanently taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

## **10. Monitoring and evaluation**

This policy will be reviewed regularly and will be updated in response to new guidance and legislation.

The headteacher will ensure that the implementation of this policy is carefully monitored. Governors will use the headteacher's reports on attendance, exclusions and use of therapeutic plans to monitor and evaluate the impact of the school's policies, practices and procedures.

## **11. Review**

This policy will be reviewed annually.

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## **Appendix 1**

### **Written statement of behaviour principles**

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children, staff, volunteers and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to children at all times by modelling pro-social behaviour.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by children and staff.
- Exclusions will only be used as a last resort.
- Children are helped to take responsibility for their actions and to develop pro-social behaviour.
- Families are informed about disruptive, difficult or unsafe anti-social behaviour and are involved in helping children to review, reflect and repair as necessary.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

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## **Appendix 2**

### **How we implement our therapeutic approach to behaviour management.**

#### **Supporting children to develop pro-social behaviours**

Examples of pro-social behaviour include:

- Positive relationships and interaction with peers and adults (demonstrated through tone of voice and body language).
- Acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong').
- Identifying, understanding and accepting mistakes as learning opportunities.
- Identifying, reflecting and repairing anti-social behaviour choices.
- Respecting the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon these rights.

Staff praise children making pro-social choices, which not only reinforces their pro-social behaviour, but also highlights to others the behaviour that we want to see. For example:

- "Well done for walking to lunch."
- "Thank you for sharing that pen with x."
- "Thank you for listening to me even when I could see you were feeling angry."

Staff will:

- Speak to children using positive language and appropriate tone and volume.
- Greet the children in their class and ensure the morning routines and transitions are calm and organised.
- Reinforce the positive pro-social behaviour regularly throughout the school day with both pupils in and outside of their class
- Be specific about the pro-social behaviour that they see so the child and other children know why they are being praised.
- Address anti-social behaviour respectfully and as discreetly as possible avoiding public reprimands or shaming a child for their behaviour.
- View each situation as a new one, listening to all involved and responding accordingly.
- Ensure any rewards given (e.g. house points, learning hero certificates) are fair and accessible for all children.
- Develop positive relationships with all of the children, particularly those who struggle with pro- social behaviour.
- Ensure any children who leave the classroom to work in another area are safely escorted and are appropriately supervised in their new location.
- Ensure that children given reflection time at break or lunchtime have adult supervision.

During reflection time, an adult might ask certain questions to support a child's reflection. For example:

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- Can you tell me what happened?
- What were you thinking at that point/when that happened? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- Do you know what you need to do to fix this/move on?

### **Responding to disruptive, difficult or unsafe anti-social behaviour**

Examples of this type of behaviour include:

- Using deliberate violence.
- Deliberately damaging property.
- Repeatedly swearing.
- Repeatedly making antisocial choices (ignoring adult instruction; swearing; prejudicial language; deliberately provoking other children to create a response).
- Repeatedly walking out of the classroom.

If this happens, staff must inform a member of the SLT either at the time to assist with unsafe behaviour or after, if the behaviour is not unsafe.

If the situation is unsafe, a member of staff may need to remove the other children from the classroom/playground while support from SLT is requested.

Staff will:

1. Inform a member of SLT either at the time to assist with unsafe behaviour or later if the behaviour is not unsafe.
2. Use the de-escalation script:
  - Child's name
  - I can see something has happened
  - I am here to help
  - Talk and I will listen but if you don't want to that is ok
  - Come with me to the ... (child to be encouraged to a safe and calm space)
  - Walk away to allow the child to follow
  - Keep an eye out at a safe distance until the child comes
3. Investigate the incident
4. Record the incident on the class behaviour records – a copy should be provided to SLT.
5. Have a discussion about the anti-social behaviour and the subsequent protective and/or educational consequences.
6. Contact Parent/Carers.

Staff will not

- Stand over a child and wait for them to follow.
- Give a list of consequences if they do not de-escalate their behaviour.

## **Differentiated Response**

To predict and prevent escalation of difficult or unsafe behaviour we use a range of therapeutic behaviour tools to analyse and understand the behaviours seen. These may be used to formulate a Therapeutic Plan for an individual child detailing a personalised approach to helping them develop pro-social behaviour.

There are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances and needs.

It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a risk assessment or a reduced timetable. External agencies might include:

- The Therapeutic Thinking Team.
- Education Psychology Service.
- Primary Mental Health Worker.
- SEND team.
- A member of the Child and Adult Mental Health Team (CAMHS).

Any advice received from external agencies will inform our approach to supporting that child.

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