

***Opening up the world for our***

***children and families***

Behaviour Policy

Date: September 2021

Review: September 2022

Burrowmoor Primary School

Behaviour Policy

**Vision and Values Statement**

At Burrowmoor Primary school, our therapeutic approach to behaviour management has been inspired by Cambridgeshire Steps. Steps prioritises the prosocial feelings of everyone within the dynamic. We aim to help our pupils develop internal discipline in order to create long lasting behavioural change. At Burrowmoor, we believe that positive relationships with clear expectations are essential to establishing and maintaining effective learning environments. Adults in school model positive, responsible behaviours and aim to empower children with the skills and values to respect themselves, others and their community.

This policy outlines the purpose, nature and management of behaviour in our school and applies to all school staff, Parents/carers and carers, children and all visitors to the school.

At Burrowmoor, we teach and model behaviour through our 3 Burrowmoor Expectations:

1. Be Safe
2. Be Ready
3. Be Respectful

**Key Principles**

* Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
* All pupils, staff and visitors are free from any form of discrimination
* Staff and volunteers set an excellent example to pupils at all times
* Celebration of pro-social behaviours and consequences are used consistently by staff, in line with the behaviour policy
* The behaviour policy is understood by pupils and staff
* Pupils are helped to take responsibility for their actions
* Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life
* The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
* The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

**Responsibilities**

**The Governors will:**

* monitor that the school’s behaviour policy is implemented fairly and consistently and is regularly reviewed

**The Senior Leadership Team will:**

* ensure that the school’s behaviour policy is implemented fairly and consistently by all staff throughout the school
* model respectful behaviour in front of pupils
* guide and support staff
* act as a point of call where behaviour has escalated to dangerous
* provide additional targeted support for some children
* work alongside Parents/carers to secure and promote positive behaviour

**All Staff will:**

* model prosocial behaviour in front of children
* ensure advised provision is implemented consistently
* ensure that all children have access to a relevant, broad and balanced curriculum with appropriate differentiation or scaffold in order to promote prosocial feelings and attitudes to learning and behaviour
* celebrate prosocial behaviour
* praise and promote prosocial behaviours through providing positive experiences
* need to know how to promote pro social behaviour and manage antisocial, difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating
* focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies
* work in partnership with Parents/carers and carers to promote prosocial behaviour

**Pupils will:**

* follow the Burrowmoor Expectations
* respect one another, themselves and all adults
* make prosocial behaviour choices
* respond to antisocial behaviour of others by first asking for it stop and then if it continues tell an adult.

**Parents and carers will:**

* Support the school’s behaviour policy principles, ethos and work in partnership should any challenges arise
* model respectful behaviour in front of their children
* praise and promote prosocial behaviours

**Pro-social Behaviour**

At Burrowmoor, we recognise the importance of providing pro-social experiences for our children so that pro-social feelings are created resulting in behaviour which is positive, helpful and benefits both the child and other people. We believe that promoting and valuing pro-social behaviour in school tends to marginalise anti-social behaviour and decreases the number of misdemeanours. A well-managed, orderly environment in school will encourage children to react in a positive caring way.

Children will be praised for a variety of pro-social behaviours including good manners, helpful behaviour, showing respect, having a good attitude to their learning and positive play.

Children are encouraged to identify their own and others' strengths and to recognise and value diversity. Children are encouraged to value their own efforts and those of others.

Good models of behaviour are highlighted and reminders of expectations of behaviour given. There is an emphasis on positive reinforcement of behaviour through verbal praise and positive body language which encourages children to behave pro-socially. The achievements of individual children are celebrated in many ways, in all areas of school life, by:

* Giving verbal praise
* Giving written praise
* Praise postcards home with children
* Praise postcards posted home to Parents/carers
* Celebration of learning and/or appropriate behaviour with Parents/carers.
* Celebration of learning and/or appropriate behaviour with a member of school staff, eg Headteacher.
* Displays of work
* Sharing success with the school community

Praise and rewards will not be given out in public apart from on special occasions. Once rewards have been given, they must not be taken away as a punishment for anti-social behaviour.

**Supporting All Learners**

Staff work hard to create a positive learning environment at Burrowmoor and use consistent approaches to support all children to have positive behaviour for learning and pro-social behaviours. These include:

* **Relationships** – all adults will build and foster positive relationships with all pupils, acting in a consistent and fair way.
* **Role modelling** – all adults will use words and actions that mirror prosocial responses. Adults will model positive and respectful behaviour and language. In PSHCE lessons and at other appropriate times, adults will model ways of resolving conflict as well as discussions around trust, respect and valuing diversity.
* **Personalising approach** - where necessary making reasonable adjustments and providing children with the appropriate tools to access all areas of school life.
* **Scripts and routines** - using agreed words, sentences and actions which are likely to be the most effective in achieving the desired outcome for an individual.
* **Positive language** - disempowering challenging behaviour by offering positive phrases, limited choices and appropriate consequences.
* **Planning** - for prosocial and antisocial behaviours in advance, through anxiety mapping, the use of Roots and Fruits diagrams and risk reduction plans.
* **Praise and positive reinforcement** of prosocial behaviours
* **Forgiveness** - when a child demonstrates antisocial behaviour, we believe that it is the behaviour that is unacceptable, NOT the child.

**Anti-social Behaviour**

Although we focus on promoting prosocial behaviour at Burrowmoor, we recognise that at times, antisocial behaviour may occur. Antisocial behaviour can be defined as behaviour that causes harm to an individual, the community or environment. It is behaviour that is likely to cause injury, harassment, alarm or distress and may violate the rights of another person. Anti-social behaviour can be defined as difficult and dangerous. Difficult behaviour is antisocial behaviour which is not dangerous. Dangerous behaviour is 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, such as racist abuse.

When a child is demonstrating anti-social behaviour, staff will manage each situation as discreetly as they can so as not to cause further embarrassment to the child. Staff will focus on ways of de-escalating the behaviours. Staff are expected to ensure that everyone’s wellbeing is respected and the child can return to a calm state of mind as quickly as possible.

Planned responses to anti-social behaviour may include:

* Use of tactical ignoring and / or distraction techniques
* Use of positive phrasing
  + *“Stand next to me”*
  + *“Put the pen on the table”*
  + *“Walk in the corridor”*
* Giving limited choice
* *“Are you going to sit on your own or with the group?”*
* *“When we are inside, Lego or drawing?”*
* *“Talk to me here or in the library”*
* Check the task set and alter/adapt if needed
* Work alongside the child briefly, using positive reinforcement methods
* Disempowering the behaviour
* *“You can listen from there”*
* *“Come and find me when you come back”*
* *“Come back into the room when you are ready”*
* If a child is in crisis then all staff will use the following de-escalation script.
* *Use the person’s name – “David”*
* *Acknowledge their right to their feelings – “I can see something is wrong”*
* *Tell them you are there – “I am here to help”*
* *Offer help – “Talk and I will listen”*
* *Offer a “get-out” (positive phrasing) – “Come with me and…”*
* Use of reflect, repair, restore and educational and protective consequences as appropriate.

The process of reflection, repair and restore will vary depending on the severity and frequency of the anti-social behaviour seen. The purpose of this restorative process focusses on the harm that has been done and how it can be repaired, while appreciating the experiences, feels and needs of the individuals involved. It also helps children and adults to plan to ensure that conflict is less likely to happen in the future.

There will be occasions where children’s behaviour require a consequence. There are two types of consequences:

**Educational consequence**: the reflecting, learning, rehearsing and teaching so the freedom can be returned. Examples include: completing tasks, rehearsing, assisting with repairs, educational opportunities, research, restorative meeting.

**Protective consequences**: the removal of a freedom to manage harm. Examples include: increased staff ratio, limited access to outside space, being escorted in social situations or exclusion.

We must ensure consequences that have no relation to a behaviour are avoided. For example, making a child miss break time for not completing homework is not appropriate. Making a child miss break time because they have hit another child and you are not sure that they can be safe during break time is an appropriate protective consequence for their actions. Withdrawing pupils from any school curriculum area as a consequence when it does not relate to the behaviour is not appropriate. For example, making a child miss PE for hitting a child at breaktime.

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|  | **Examples of anti-social behaviour** | **Possible responses** |
| **Step 1** | * calling out/talking over others in class discussions * disruption to other children * reluctance to complete work * name calling * reluctance to follow instructions * inappropriate language * verbal or physical retaliation * non-compliance with general class expectations | * Remind and refocus. * positive phrasing to disempower antisocial behaviour * Give the pupil limited choices (“this or this”). * Temporary removal from the activity (quick job / distraction). * Time out in class at a separate work area. * Discuss possible consequences. * Relevant intervention/support offered. * Talk Time completed with pupil. |
| **Step 2** | * continuous Step 1 as outlined above, despite interventions. * dangerous behaviour that hurts another child physically or emotionally * kicking, punching, biting, spitting, fighting * swearing or persistent rudeness * throwing objects in anger * conscious damage to school or personal property * consciously throwing objects in anger * racism/homophobia/bullying | * Adult to use the de-escalation script (SLT member to be called if needed). * Provide a supportive environment for the pupil to calm * Time out in another class * Restorative Reflection (age appropriate), comic strip conversation, social story, role play with puppets. * Teacher to ensure appropriate educational and protective consequences are put in to place. * Behaviour analysis – conscious and unconscious behaviour analysis, anxiety mapping, roots and fruits analysis, to inform a risk reduction plan. * Behaviour recorded on SIMs, SLT and Parents/carers notified * Adults involved to debrief with SLT. * Teacher or SLT member to inform the parent/carer of the incident and measure put into place to support their child. |
| **Step 3** | * dangerous behaviour that physically and/or emotionally assaults a child, * a dangerous behaviour that physically or emotionally assaults a member of staff, subconscious or conscious behaviour. * serious damage to school or personal property * continuous Step 1 or 2 behaviour, despite interventions involving staff, SLT, the Headteacher and Parents/carers. | Where the above responses have not had an impact over time, or for a serious isolated incident, a protective consequence should be put in to place.  Headteacher to follow the exclusion guidance as appropriate. |

**Risk Reduction plans**

Our behaviour policy is the plan for the majority of children at Burrowmoor. However, some children may require an individual Risk Reduction Plan to formalise strategies that are different from policy. These are overseen by the SENDCo who will ensure that they are reviewed and updated in order to reflect changes and progress. These will be discussed and shared with Parents/carers and all staff working with the children. In exceptional circumstances, it may be necessary to seek expert advice from external agencies.

# Reasonable force

In all situations, staff are expected to make every effort to de-escalate. Staff should use de-escalation techniques that are relevant to the child and appropriate for the situation.

In exceptional circumstances and where de-escalation strategies have been unsuccessful, reasonable force may be required. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at immediate risk.

When reasonable force has been used to manage a pupil, a record of the incident will be completed in the Physical Intervention Book, which is located in the headteacher’s office. Parents/carers will be informed of the incident and the reason for the restraint/physical intervention. The Log will be completed as soon as possible after the incident and be signed by all staff involved.

## **Recording, Reporting and Communication**

All incidents that result in a child receiving a consequence should be recorded on SIMS. Lunchtime incidents should be recorded on the class behaviour record by the MDS dealing with the incident; and passed on to the class teacher for information. It is essential that clear and accurate records are kept when logging behaviour incidents. This is to ensure that they are dealt with appropriately and that the school can identify patterns of behaviour and implement strategies effectively.

Children who exhibit persistent anti-social behaviour will be discussed with the class teacher and SENDCo. This discussion may lead to writing a Risk Reduction Plan, and the involvement of Parents/carers and external agencies.

Parents/carers will be informed if:

* A child is consistently displaying the same anti-social behaviours
* A child has been physically marked or significantly hurt another
* Behaviours from Step 1 at the discretion of the teacher (for example, if the behaviour is out of character for the child or it is persistent). Parents/carers will be informed via a telephone conversation or face to face meeting without the child present and if contact cannot be made via email.
* Behaviours from Step 2. Parents/carers will be contacted by a member of staff via telephone or a face to face meeting without the child present.
* Behaviours from Step 3. Parents/carers will be contacted by a member of SLT via telephone or a face to face meeting without the child present. Cambridgeshire exclusion guidance may be followed.
* There are allegations of racism, homophobia or bullying (see Anti-Bullying Policy).

Our school has parents from different backgrounds, different cultures and different beliefs and as such we consider a wide range of views in developing our policy and practice.

We are obliged to create a policy to meet the needs of most children within our school community, but we are also obliged to provide differentiation from our policy for some individual children based on their needs. We establish our policy and plans based on legal requirements, academically researched methodology and the publicised ethos of our school. Therefore, we may not be able to align our practice with your wishes but we are committed to working with you.

We are therefore unable to discuss the plans, provision or differentiation used with any child other than your own.

We are happy to make time by appointment to discuss anything relating to your child’s needs. We are happy to listen and consider parents’ views and very much value parental input into plans, provision or differentiation used with your child or children. We actively seek your collaboration and involvement.

**Exclusion**

Serious incidents may result in a fixed-term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents/carers are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the Parents/carers and child on their return to school.

Appendix 1

**Key definitions**

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school’s policy establishes the methodology by which prosocial behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as ‘three children required first aid for minor bruising as a result of Jane’s kicking’. Difficult behaviour: That which is anti-social, but not dangerous.

Difficult behaviour should be acknowledged in terms of context: ‘Daniel continually shouting out is difficult within a group teaching activity’.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual’s motivation.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the determent of others. This includes quiet communication of anti-social feelings