Behaviour Policy

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The Active Learning Trust

<u>**Aims**</u>

As a school, we strive to nurture compassionate citizens who contribute to society in a positive way. Positive behaviour is for the benefit of the individual as well as the whole school and the wider community. Our school vision, which we strive to achieve each day, is: **Building aspiration, overcoming barriers and celebrating diversity in our community, learning and relationships.** Our core values, which guide life at Chesterton Primary School are: **Respect, Persevere, Care.**

This Positive Behaviour Policy embraces the principles of 'Cambridgeshire Steps'. This is an inclusive approach to behaviour which prioritises the feelings of everyone in the dynamic and recognises the need to do 'different for different'. This means that the needs of the individual are central when developing positive behaviour strategies. The ethos of the Steps approach is: *Every child deserves the best possible start in life and the support that enables them to fulfil their potential.* By doing different for different, and by creating bespoke behaviour plans for children with higher levels of need, we support the provision of that best possible start. All children will be subject to this behaviour policy; those with individual behaviour plans will have bespoke applications of rewards and sanctions.

Our behaviour policy exists to support adults and to provide children with the best circumstances in which to show or move towards pro-social behaviour. Through the daily living of our core values and class rules, adults model and remind children of behavioural expectations. Our children have a responsibility for their behaviours, and are given support to achieve pro-social behaviours. Further aims of the behaviour policy are for children to: develop an understanding of how their behaviours affect others; develop self-regulation; use support to manage challenging emotions.

<u>**Guidance for staff**</u>

What Children Can Expect of Adults

With a little support, most pupils will be able to maintain appropriate and positive behaviour. In order to support them in doing this, adults in school will:-

- Model positive behaviour for all pupils.
- Recognise that all children are individuals and may need person-specific approaches.
- Allow children processing time in response to questions and instructions.
- Make expectations clear, including naming and modelling desired behaviours.
- Avoid the use of ambiguous language such as 'good behaviour'. For example, instructions could be: *work independently; show respect for one another.* Praise could be, *thank you for tidying the pens away; well done for completing all of the spellings*.
- Give pupils choices that include consequences and specific praise.
- Praise children by 'catching them getting it right' and label that behaviour.
- Use a planned approach in order to be consistent in their approaches to behaviour management and responses to individuals.

When facing challenging behaviour:
- Use positive phrasing, using the child's name and 'Thank you' e.g. - *(Child's name), Stand next to me, thank you - Put the toy on the table, (child's name), thank you.*
- Offer a limited choice e.g. - *Put the pen on the table or in the box - When we are inside, Lego or drawing – Talk to me here or in the courtyard*.
- Disempower the behaviour e.g. - *You can listen from there - Come and find me when you come back - Come down in your own time*. This is referred to as 'managing the oxygen in the room'.
- Use a de-escalation script e.g.
    Use the person's name – *David*

Acknowledge their right to their feelings – *I can see something is wrong*
Tell them whey you are there – *I am here to help*
Offer help – *Talk to me and I will listen*
Offer a "get-out" (positive phrasing) – *Come with me and…*

Consequences and Responses
When a child is not meeting the behavioural expectations, staff will refer to the following stages in their responses:

1	Praise the pro-social behaviour of other learners. Give their attention and praise to those demonstrating positive behaviour.
2	Analyse what is causing the child to behave in a certain way and put actions in place to lessen the child's anxiety or anger.
3	Provide a non-verbal warning (e.g. by changing position in the classroom to be nearer the child to regain their attention).
4	Redirect the child's attention to their work / appropriate activity with a question or statement.
5	Provide a positive reminder of the class rules.
6	Issue a verbal warning, using language of choice that includes a reminder of the consequences.
7	Move the child to a different position in the classroom to lessen any anxiety.
8	Request support from an additional adult from outside the classroom.
9	Send the child to another classroom for thirty minutes with work to be completed.
10	If behaviour persists, or for more serious incidents, a member of the senior leadership team should be informed, who will decide on the most appropriate tier of consequence. ▪ Tier 1 – internal exclusion for half a day and parents/ carers informed. ▪ Tier 2 – internal exclusion for a full day and parents/ carers informed. ▪ Tier 3 - Fixed term external exclusion and parents informed. ▪ Tier 4 – For behaviour that results in multiple fixed term exclusions, the Local Authority will be informed that the child may be at risk of permanent exclusion and every attempt made to arrange alternative provision. ▪ Tier 5 – Permanent exclusion.
	Reflect, repair and restore (after an incident) Once the child is calm, relaxed and reflective, the experience will be revisited with an adult. The adult may ask the child questions to: • Explore what happened. • Explore what people were thinking and feeling at the time. • Explore who has been affected and how. • Explore how we can repair relationships. • Summarise what has been learnt so child/ren and adults are able to respond differently next time.

Impeding access to learning time
In addition to the above, class teachers will impose a consequence of removing free time from a pupil if they show low-level disruptive behaviours that impede their own or others' access to learning. This time will be spent catching up on the lost learning time. Examples of behaviour include, but are not limited to, leaving the classroom without consent, not returning from the playground, not following the instruction of lessons.

A Therapeutic Approach
At Chesterton Primary School, strategies are based around the principles outlined in Cambridgeshire Steps. This recognises that part of the role of a school is to 'teach' behaviour and that we are responsible for growing internal discipline in the children we teach.
 Teaching behaviour is about:

- Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- Experiences - Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Modelling – Using words and actions that mirror responses we are trying to encourage in children.
- Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
- Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.
- Reward and positive reinforcement – Noticing when children are demonstrating socially acceptable behaviours (catching them getting it right) and ensuring this is praised and rewarded.
- Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given. Reflecting on incidents and repairing relationships in order to move forward positively.

An important principle of the Steps approach is that we **ANALYSE** children's behaviour and do not **MORALISE** about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting anti-social behaviour and to change the circumstances in which the behaviour occurs. It is the responsibility of each child to take positive steps towards pro-social behaviour, within the changed circumstances provided.

Praise and Rewards
Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific, labelled, verbal praise. In classrooms, children may be rewarded for pro-social behaviour with a Shooting Star sticker, which labels the behaviour shown, or through the receipt of a marble in the class jar. When the jar is full, the class earn a teacher-led game, inside or outside.

Consequences
Adults have the responsibility to use consequences that are linked to the behaviours shown; this should help the young person learn and develop positive coping strategies/behaviours. Consequences act on internal discipline by creating a learning opportunity relating to the anti-social behaviour or the harm caused. Consequences may include: completing a task, limiting access to play resources, being escorted when moving between classes, assisting with repairs, restorative meetings.

In most cases, a reminder from a familiar adult, introducing an element of choice about the outcome, is expected to be sufficient to modify the behaviour. It is important to give positive choices and highlight possible outcomes so that the child has the ownership of their behaviour and the control over the consequence. Children must be given processing time for all consequences. For some children a change of adult or tactical ignoring (managing the oxygen in the room) can be successful. Adults should be conscious of when they need to offer an 'olive branch' and recognise when a child is offering the same.

Class rules
Each of our classes have rules based around our three core values of Respect, Persevere and Care. Class rules are generated within the classroom to ensure they are age- and cohort-specific. The children have a responsibility to adhere to the rules they have helped to create.

Behaviour Plans

Behaviour plans are informed by a Roots and Fruits analysis (Appendix 3) and an Anxiety Map (Appendix 4) and consist of a Behaviour Plan, which outlines how we are going to respond to a particular behaviour in a classroom to avoid any escalation of ant-social behaviour.

Reporting Incidents

Where behaviour incidents have triggered consequences 8-10 from the list above, or where incidents have involved SLT in their de-escalation, staff involved will complete a Behaviour Incident Form (Appendix 5), which includes a Reflection Form. This can be completed by hand or as a digital file.

Use of reasonable force to restrain pupils.

Under Section 93 of the Education and Inspections Act 2006, teachers and other approved staff (i.e. those authorised by the Head Teacher to have control or charge of pupils) will have a legal right to use reasonable force to prevent a pupil from:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disrupting good order and discipline.

Deciding to Exclude a Pupil

The decision to exclude a pupil can only be taken by a Head Teacher or, if he/she is absent, by the most senior teacher. Exclusions can either be for a fixed period of up to 45 days in a school year, but are normally less than 5 school days or permanent. See Appendix 1 for further information on Exclusion. The Active Learning Trust's Exclusion Policy is available on our school website.

Appendix: 1 - Exclusion Guidelines

The Active Learning Trust's Exclusion Policy, available on the school website, details the specific actions that will be taken if the school seeks to exclude a pupil.

Principles
- Exclusion should only be used in School as a last resort and in response to serious breaches of school policy on behaviour or of the criminal law.
- It should be clear that to allow a child to remain in School would be seriously detrimental to the education or welfare of that pupil, or to that of others at the school.
- All reasonable steps should have been taken to avoid the exclusion of a child and the steps set out in the Behaviour Policy should, in normal circumstances have been implemented.
- A Head Teacher can permanently exclude a child for a first offence, for example involving violence, but only after taking time to consider the incident in question - not in the heat of the moment. A Head Teacher can also permanently exclude a child for an accumulation of behaviour if the impact on the welfare of others is sufficient.
- Exclusion should not be used for minor incidents.
- Children with Statements of Special Educational Needs and children looked after by the Local Authority should have particular care paid to whether their needs are being met before exclusion is considered for behaviour.

The Head Teacher should:
- Consider all the facts and firm evidence to support the allegations made.
- Check whether the incident appeared to be provoked, by, for example, racial or sexual harassment.
- Allow the pupil to give his/her version of the events where possible.
- Take into account the school's policy of equal opportunities.
- Consider whether other agencies need to be consulted.

Once a decision has been made to exclude a pupil:
- An exclusion should normally begin on the next school day.
- There is no requirement for the Head Teacher to consult the pupil's parents/carers before making the exclusion but once the decision has been made they must be notified immediately, ideally by telephone.
- A letter should follow up the telephone call on the next school day, or the same day if possible.

Who must be informed?
The Head Teacher must inform the Governing Body Pupil Discipline Committee and the LEA immediately of:
- • All permanent exclusions.
- • All exclusions which result, separately or in total, in the pupil missing more than fifteen school days in any one term.
- • Any exclusion that denies the pupil the opportunity to take a public examination.

The responsibilities of the Governing Body
The Governing Body has appointed three of its members to form the Pupil Discipline Committee.

The role of the Discipline Committee is:

- To review the use of exclusion in the school
- To consider the views of the parent/carer of the excluded pupil
- To decide whether or not to confirm exclusions of more than fifteen days in any one term
- To decide whether or not to confirm exclusions that will deny the pupil the opportunity to take a public examination

N.B The School buy into County Services and a clerk to the Discipline Committee will be provided. He/she is able to give advice on the exclusion process and handle the administrative arrangements for considering exclusions.

No governor serving on the panel should have any connection with a pupil or the incident that could affect the impartiality of the hearing.
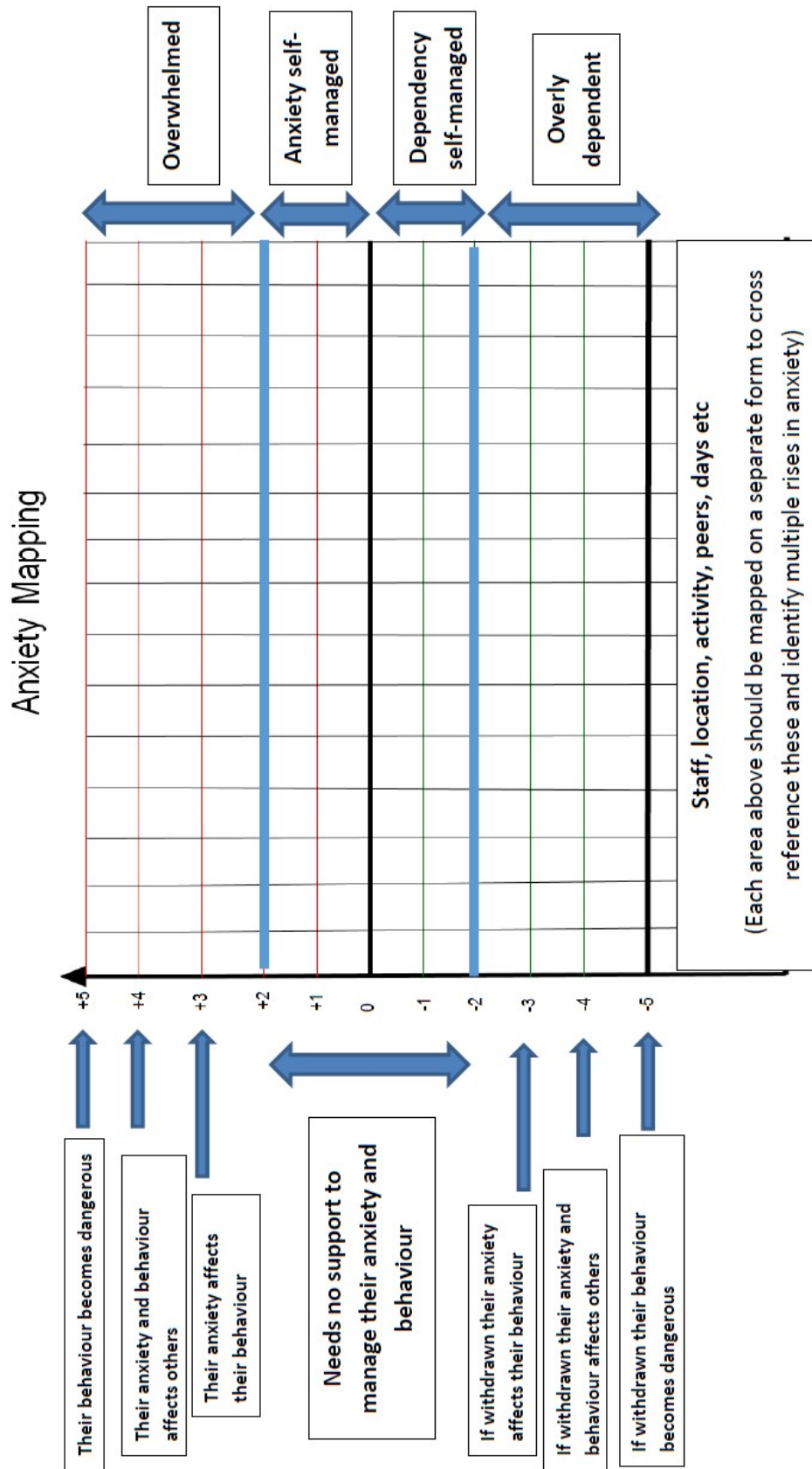
Timescales

Once the Clerk to the Discipline Committee has received notification from the Head Teacher of exclusion, he/she should adhere to the following time-scales:

For an exclusion of between 6 and 15 school days in a term- set up a meeting between the 6th and 15th school days to consider the exclusion.

For an exclusion of more than 15 school days - set up a meeting between the 6th and 15th school days to consider the exclusion.

Appendix 2: Anxiety Mapping

Anxiety mapping guidance

Anxiety Mapping

	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5

Overwhelmed

Anxiety self-managed

Dependency self-managed

Overly dependent

Their behaviour becomes dangerous

Their anxiety and behaviour affects others

Their anxiety affects their behaviour

Needs no support to manage their anxiety and behaviour

If withdrawn their anxiety affects their behaviour

If withdrawn their anxiety and behaviour affects others

If withdrawn their behaviour becomes dangerous

Staff, location, activity, peers, days etc

(Each area above should be mapped on a separate form to cross reference these and identify multiple rises in anxiety)

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Appendix 3: Roots and Fruits

Roots and Fruits Guidance

Anti-social / difficult / dangerous Behaviours

The behaviour logged on your electric systems can populate this box e.g. Sims, CPOMs or incident log, ABC charts. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

• Running inside the school building • Refusing to start a task • Calling out when the teacher is talking • Throwing pencils in class • Putting equipment in their mouth	• Rocking on their chair • poking peers • Going under the table • Swearing • Name calling • Making racial comments • Spitting

Avoid:- Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

==Once this section is completed the behaviours should then populate the anxiety/difficult or crisis/dangerous behaviour section of the risk reduction plan==

Pro- social behaviours

What are the small measurable, achievable, realistic behaviours you are going to focus on initially? Ideally you will decide on 3-5 key behaviours that you will be focussing on.

Examples: -

• Walking inside the school building • Starting a task independently • Putting their hand up • Using the right equipment for the science task	• Sitting in their chair • Asking for help • Taking timeout during numeracy • Coming in off the playground when asked • Playing an adult led game with peers

==Once this section is completed the behaviours should then populate the pro-social behaviour section of the risk reduction plan==

Roots and fruits should be a working document and once these behaviours are achieved, staff should focus on identifying and growing more pro-social behaviours

DEFAULT

Anti-social / negative feelings

This section is often very sparse but its purpose is really important. This section is about developing empathy through exploring what feelings are creating the behaviours listed above. Staff should consider the wider feeling rather than just the obvious ones e.g Anger could be due to feeling embarrassed, rejected, worried, threatened, guilty, hurt, or fearful.

==You should consider each behaviour listed above and explore the feelings associated with that behaviour.==

• Helpless • Anxious • Blamed • Shamed • Uninspired	• Worried • Bored • Irrelevant • Rejected • Hungry

Pro-social / positive feelings

This section is key in terms of identifying how I want them to feel when they are in your school/setting. Each differentiation listed below should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make you feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

• Happy • Calm • Liked • Involved • Safe	• Valued • Inspired • Needed • Understood • Respected

If you begin by identify a feeling e.g 'safe', you will then need to think what experience you can provide so they feel safe

Anti-social / negative Experiences

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

DfE mental health and behaviour in schools document. Page 9 risk factors should be considered when completing

Anxiety mapping

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activity
- Times
- Days

These should be listed here

Pro-social / positive experiences

Protective factors schools should provide are also outlined in the DfE document, schools should consider these when completing

All advice and strategies from external Agencies should be included here

- EHCP recommendations
- Specialist advisory services
- Health professionals
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

Anxiety mapping & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiation you are going to provide between 9-3, Monday to Friday. ==Once listed these should then populate the top of the risk reduction plan==

Appendix 4: Behaviour Incident Form and Reflection Time

BEHAVIOUR INCIDENT FORM

When completing this form, please be as factual as possible and as specific as you can be.

DATE:	TIME OF INCIDENT:	PLACE:

Name of child/children involved: Year: Class:

Other adults/children who witnessed the incident:

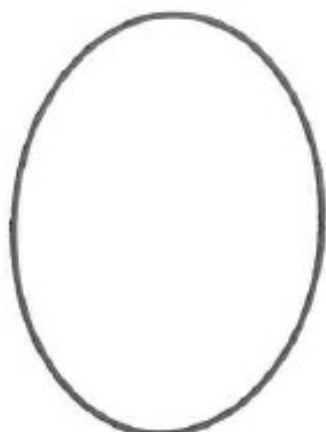| |
|---|
| *NB: Please complete a separate form / log in addition to this sheet if 'Homophobic' or 'Racist' behaviour has occurred* |

COMPLETED BY:

NAME:_____   ROLE:_____

SIGNED:_____   DATE:_____

TIME THE FORM WAS COMPLETED:_____

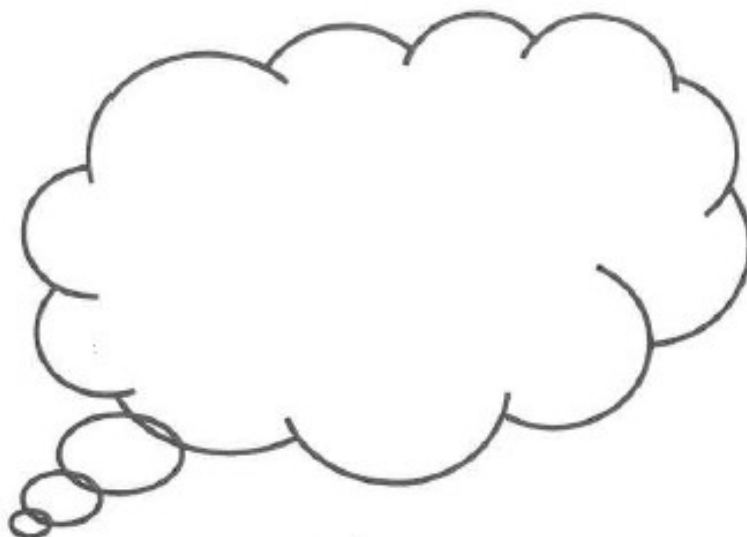| Details of further action taken - **to be completed by SLT**: |
|---|
| |

Reflection Time

How were you feeling?

What were you thinking?
What did you want?

What choice did you make?

Who or what got hurt?

How are you going to repair things?

Completed by:

Date: