

# **ELM TREE COMMUNITY PRIMARY** **SCHOOL**

## **BEHAVIOUR POLICY**

Last updated – January 2023

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## WHOLE SCHOOL BEHAVIOUR POLICY

### Elm Tree Community Primary School

#### Rationale

The children at Elm Tree Community Primary School experience a range of SEN including Social, Emotional Difficulties, Autism, Learning Difficulties in varying degrees of severity and complexity. With such a school population, the potential for major behavioral management problems is very high and therefore the need for an effective behaviour management policy is extremely important. As a Thrive school, we have Thrive embedded within our ethos and Thrive approaches are embedded across our whole setting. We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school.

All of our staff are trained to a high standard to allow them to understand pupil's individual needs. Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impact on social, emotional and academic development and learning. Drawing all these elements together has been a long-term vision for the school.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on others.

We are a community with a commitment to tolerance and inclusion, evidenced by pupil's firmly held views and our school moto: '**Believe to Achieve**'

#### Aims

- Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.
- We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.
- From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.
- Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

## **Approaches to developing positive behaviours**

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents.
- For social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day, within the classroom and during transitions and during off site activities.
- For whole class THRIVE screenings and online tools to enable a strategic response to individual, group and cohort development which will inform support plans for groups or individuals.
- Programmes of Citizenship and PSHEE, (Personal, Social, Health and Enterprise Education) used as rich opportunities and are part of all areas of school life and learning.
- To encourage children to recognise sensations and therefore emotions, to manage their feelings by separating feelings and actions and allowing opportunities for thinking to take place between the two.
- For children to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways.
- To recognise and use incidents which are against our School Rules and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps.
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans.
- Any plan of action is agreed and shared in a working partnership with parents and carers.
- Varying groups and working with different members of our school community to build tolerance and inclusion.
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment.
- Supporting pupils appropriately may require adults to develop and employ new skills.
- Pupils need to know explicitly what behaviour is expected in different circumstances.
- The consequences for appropriate and inappropriate behaviour choices to be consistent and agreed and known to all involved.
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed.
- Our School Rules, expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

**We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.**

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools – Guidance for governing bodies 2015/Guidance for school leaders 2016
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- LCC Behaviour Guidance for Schools 2019
- Special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online



# Believe to Achieve



## Our School Vision

At Elm Tree we work together to give all children a place to thrive .

## Our School Values

Trust Acceptance Respect Resilience Inclusive Friendship

Ready

Respect

Safe

### VRF's

- |                 |  |
|-----------------|--|
| <b>Attune</b>   | Catch and match the feeling            |
| <b>Validate</b> | Stop behaviour validate the feeling    |
| <b>Contain</b>  | Make the unbearable survivable         |
| <b>Regulate</b> | Meet the intensity the calm and soothe |

### Relentless Routines

- Meet and Greet
- Uniform
- Legendary Line-up
- Fantastic Walking
- Marvellous Manners

All behaviour is communication so every effort must be made to understand it.  
All consequences must be viewed as a conversation to improve future behaviour. All responses to unwanted behaviour should be immediate and consistent.

Reconnect & Repair

### Recognition

- Me Time
- Certificates/Assemblies
- Positive Notes/Phone calls home
- Thrive Time
- Hot Chocolate Friday (HT)
- Recognition Boards in Class

### Resilience

- Conversations PIP & RIP  
*(Praise In Public; Reprimand In Private)*
- Pay back learning time in social time
- Thrive Intervention
- SMT Intervention

## Thrive

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. Knowledge of the social and emotional learning that takes place age appropriately supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially during off site visits (break and play) times where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions in some children's development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions.

At Elm Tree, the Thrive approach is embedded across the whole of school. Teachers and class staff use class action plans to deliver right time learning for social and emotional health. The Thrive Approach is based on neurological evidence which address brain development so that all children learn to regulate their emotional responses, develop resilience and manage disappointment and frustration. All children (and adults!) need a little emotional support when things go wrong. Thrive provides a way of understanding and addressing the emotional social development of all children. It pays specific attention to children as and when they experience interruptions to that development wherever and for whatever reason they arise.

The 4 guiding principles of the Thrive approach:

1. Every child is a unique person, constantly developing and learning in different ways and at different rates, each with his/her own abilities, talents and potential to be fulfilled.
2. Children's healthy development, emotional well-being and learning are crucially dependent upon and prompted through positive relationships.
3. Children flourish when they are confident, self-assured, capable and resilient.
4. Children Thrive in enabling environments, in which their individual development, learning experiences and needs are understood, responded to and supported through strong partnerships with parents/carers.

Schools that have introduced Thrive report reduced classroom disruption, improved attendance and better educational attainment. Parents also report improvements in relationships with their children as well as improved behaviour. Children themselves say they feel better understood and they get more out of school. They learn to love learning. With the support of the Thrive approach, adults learn how to help children and young people to:

1. Feel good about themselves
2. Know they matter
3. Become more resilient and resourceful
4. Have a positive place in society
5. Form trusting, rewarding relationships
6. Be creative
7. Be compassionate and empathetic
8. Be thoughtful and self-aware
9. Be productive
10. Be able to overcome difficulties and setbacks

Our priority at Elm Tree is to care for our children in a secure, friendly environment enabling them to be successful in school and in their daily life.

At Elm Tree Community Primary School, we use Thrive for all pupils age appropriately woven within and across the day as 'right time learning'. This is within class led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community. Thrive is also used in response to identified or emerging need for an individual or group as 'key time learning'. In these cases, the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme.

Our Thrive base, is our hub for Thrive provision, facilitating and offering supportive programmes for pupils in a variety of ways across the school day.

### **Role of our Thrive Team**

At Elm Tree we have developed a team of licenced Thrive practitioners. We deliver Thrive updates and training for all other members of staff. We have developed a Thrive room that is the hub of the Thrive provision. This is a well thought out space that provides a safe and enabling environment for children to access resources they may need in order to complete their Thrive action plans alongside the key adult. The approach begins with a whole class computerised screening. The screening provides targets and activities at the right time learning age for the children. The screening also highlights who would benefit from a more detailed screening. The 1:1 screening then takes place with the lead practitioner. Thrive uses relational play and arts-based programmes. These can be used for one to one, small groups and/ or whole class groups. All activities are tailored to support children's social and emotional learning targets. Children can access the resources within the Thrive room or activities can take place in class. Thrive practitioners will often observe and spend time in class with identified children. They will gather information and include class staff in the assessment process. A Thrive action plan is then generated. Practitioners will often work with whole classes and the staff teams to share good practice and embed the Thrive approach and action plans within the classroom setting. This will involve sharing the Thrive approach, targets, strategies and training staff to deliver the activities throughout the school day. As Thrive practitioners, we use the approach right across school with all children. Children are often given time with us in crisis situations, we are then able to work with children and develop the skills to regulate themselves better and therefore reduce crisis situations.

### **Roles and Responsibilities**

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing the behaviour policy in the context of the school and its pupils. The Headteacher is responsible for consulting all stakeholders when setting out the Blueprint for behaviour. The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's aim and behaviour Blueprint. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour and will monitor how staff implement this policy to ensure it is applied consistently. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

All staff are responsible for implementing the behaviour policy and Blueprint consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils and recording behaviour incidents appropriately in line with school policy. The senior leadership team will support staff in responding to behaviour incidents.

Parents/Carers are expected to support the school and their child in adhering to the contents of the Blueprint, inform the school of any changes in circumstances that may affect their child's behaviour and attend any meetings arranged to discuss issues with their child's behaviour. If a child's behaviour is dangerous on transport, then parents/Carers are expected to take over the responsibility for transporting their child to and from school.

*Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).*

## Team Teach

The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. As a last resort, staff are trained to use positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.

Team Teach enables us to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling.

We see positive handling as just one part of a whole-setting approach to behaviour management. As such, the Team Teach framework is entirely compatible with Positive Behavioural Support (PBS) approaches for people with learning disabilities.

***“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.***

## The Use of Reasonable Force

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is only used as a last resort in order to maintain the safety of pupils, staff and the environment. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers.

## When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- At Elm Tree school, the use of proportionate force force is used for risk management in order to avoid dangerous situations.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and should always *adhere to specific behaviour plans for that child.*

## Schools can use reasonable force to:

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

- Prevent a pupil damaging property or committing a criminal offence.
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

**Schools cannot** - use force as a punishment – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “**prohibited items**”. See; Searching, screening & confiscation policy.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned items listed in the school rules. Here, the school’s disciplinary and sanctions policy will be used. ‘Banned items’ – i.e. Mobile phones, cameras, energy drinks and age inappropriate toys/games.

### **Recording - CPOMS**

CPOMS is an intuitive system that is used school wide to keep detailed records. It is an essential part of our management and recording system for child protection and safeguarding. The process is to support the safeguarding of children and adults with their safety and well-being across school and transport. All staff use CPOMS to instantly record and report information or concerns and this is shared immediately with appropriate colleagues and senior management. All staff can record information, but only appropriately designated staff will be able to view the information that is recorded.

All Physical restraints must be recorded on CPOMS using the RF1 Tab. A detailed write up of the incident is required followed by what de-escalation strategies are used, what physical technique was used, what staff were involved, where it happened and when it happened. As stated above, accidental marks, bruising or scratches can occur due to a physical intervention being used. This must be recorded on a ‘Body Map’ that forms as part of the RF1 form.

### **Contact with Parents**

Staff must make every effort to contact parents/carers to inform them that a physical restraint has happened and share the details of the incident with them. If any injuries have occurred, then this should be communicated during this conversation. A short summary of the conversation should be recorded on CPOMS. If you have phoned a parent/carer and left a message or got no response, then this too should be recorded on CPOMS including the number you have rang and the time the call was made.

### **Risk, Restraint Reduction Plans**

Restraint data is analysed on a regular basis by the Senior Management Team and the Thrive Team. We aim to reduce the use of physical intervention where possible by providing individual children with a Risk, Restraint Reduction Plan. The plan is written by the team of staff who work with the child, supported by our Thrive Team. The plan is designed to document strategies that are effective for the child and are aimed at reducing the need for physical intervention. Plans are written and reviewed regularly when the need arises. Plans can be initiated by any member of our school staff and are overseen by our Thrive Team. Pupils and parents/carers are actively encouraged to be involved in the process when appropriate.



## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

***Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. See, Anti Bullying Policy***

## **Training**

All Elm Tree Staff are provided with Level 2 Team Teach Training and complete refresher courses in line with Team Teach requirements. Training is provided outside Team Teach to enable staff to understand pupils' individual needs and conditions. Thrive training is also provided to all staff at different levels. As a school we have a number of in-house Team Teach Tutors and Thrive Licence Practitioners

## **Monitoring arrangements**

This behaviour policy and Blueprint will be reviewed by the Senior Management Team and Governing Body on an annual basis. At each review, the policy and blueprint will be approved by the headteacher.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy
- Transport Policy
- Staff Handbook

