Behaviour Policy

And

Statement of Behaviour Principles

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Contents

1. Aims

This policy has been written to reflect our agreed statement of behaviour principles (see Appendix 1).

At Whitley Park Primary and Nursery School we are passionate about having a therapeutic approach to behaviour. Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mindset.

We have high educational and behavioural expectations of all our pupils. Our strong school ethos and values based system underpins everything we do at Whitley Park Primary and Nursery School. We encourage our pupils to be caring, supportive and demonstrate our standards at all times. We believe this can be achieved in a safe, enabling environment where pupils feel respected, supported and listened to.

At Whitley Park Primary and Nursery School we recognise that most children self-regulate their behaviour without the need for reminders or intervention. We want to encourage and develop skills in those children who may not behave appropriately display dysregulated, distressed or connection seeking behaviours so they can learn to positively self-regulate their behaviour over time. We aim for all behaviour to be "pro-social".

This policy aims to:

- Provide a **consistent approach** to behaviour management

- To promote systems that build a culture where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.

- To use protective and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions

- To ensure there is a culture within Whitley Park Primary and Nursery School that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and wellbeing support from all staff

- To inform procedures that create a calm learning environment where pupils can focus and develop effective learning habits

- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren)

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- To use Vital Relational Functions (VRF's) and 'PACE' as tools for co-regulation when responding to anti-social behaviours as well as part of reparative interventions.

2. Legislation and statutory requirements

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

- Mental health and behaviour in schools (Revised November 2018)

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

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- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education (Sept 2022)

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- The Thrive Approach - Thrive https://www.thriveapproach.com/

3. Definitions

Conscious Behaviours:
- Behaviours that we choose because they are successful and effective at meeting our needs. Behaviours that are the result of thought or planning.
- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc. or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
- Children identified via the Thrive-Online profiling system as not yet secure in the 'Thinking' strand of social and emotional development are considered less likely to be acting consciously.

Subconscious Behaviours – Behaviours that Choose Us:
- Behaviours that are evident without any thought or planning.
- Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity, or engagement with a Thrive reparative action plan.

Protective Consequences:
- These are protective measures, put in place to ensure that anti-social behaviour does not negatively impact on other young people. These are usually necessary where young people are unable to control their behaviour and are not engaging with support.
- These are designed and managed by the Inclusion and Senior Leadership Team and may involve changes to individual timetables, groups and activities.

Educational Consequences:
- These are put in place to help young people learn something that will make the behaviour less likely in the future. It is not a punishment and must provide a learning outcome. Key questions staff must ask when delivering educational consequences are: What does the child need to learn? How am I going to teach them?

- Examples of educational consequences include: completing tasks; rehearsing and practising; assisting with repairs or the planning for repairs; educational opportunities; research the real-world implications; conversation and exploration.

Passive or Non-Problem Solving Behaviours

The term 'passive behaviours' comes from Transactional Analysis. It signifies those behaviours that children (and adults) use to signal emotional tension and distress when they find themselves in a situation that they cannot manage or facing a problem they believe they cannot solve.

Thrive describes five passive or non-problem solving behaviours adapted from Mellor and Schiff's work in 1975. We have all learnt to manage intense emotional discomfort at times when we feel threatened. Depending on the child's temperament, genetic make-up and the emotional role-modelling of their routine carers, the child will express their emotional tension in one or more of these ways: (Thrive handout, passive and non-passive behaviours)

Passive or non-problem solving behaviour can be observed as: Aggression (Verbal and/or physical towards self, others or inanimate objects), Agitation (Restless or possibly disruptive behaviours), Adaption (overly compliant to the detriment of personal wellbeing), Doing Nothing (disengagement with learning or social opportunities, apparent day dreaming, unable to follow instructions), and Incapacitation (unconsciously accident prone and poorly, with or without physical symptoms. The bodies way of seeking help)

A Thrive 'behaviour observation aid' can be used to determine possible gaps in social and emotional development that lead to common occurrences of theses behaviour types. If this process indicates that the child is below secure in the 'Thinking' Strand of development the behaviours would be considered as Subconscious. A reparative action plan can be used to address behaviours by securing any developmental gaps identified. Action plans can be created to support a whole class, small group or individual.

4. 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 policy. Where bullying behaviours can be categorised under the 'non-problem solving' behaviour category of 'Aggression'. In addition to actions described in our school's anti-bullying policy; the Thrive-Online tool should be utilised to identify any potential developmental gaps that may have led to bullying.

5. Roles and responsibilities

5.1 The Governing body is responsible for:

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff manage behaviour according to expectations outlined in this policy.

5.3 Staff

All Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording significant behaviour incidents/concerns on CPOMs (see appendix 3)
- Working together to meet the needs of all children
- Using VRF's (Vital Relational Functions) and PACE (Playfulness Acceptance Curiosity Empathy) to communicate with dysregulated children.

The Headteacher is responsible for:

- Chairing the Safeguarding meetings and ensuring actions are followed up
- Monitoring behaviour through a termly report to Governors linked to attendance, attitudes and attainment
- Strategic resourcing of support and ensuring this is reviewed effectively
- Attending and contributing to Safeguarding meetings whenever possible
- Authorising high level behaviour sanctions including exclusion
- Ensuring exclusion is warranted and communications are delivered to all relevant personnel including parents
- Arranging a reintegration meeting with parents following the expiry of a period of exclusion.
- Reporting to Governors any behaviour issues that are causing concern
- Liaising with the Local Authority should a parent not comply with an exclusion or if a parenting contract may be considered appropriate
- Ensuring risks involving the behaviour of individual children are effectively assessed and reviewed as part of a written risk assessment

The Deputy/Assistant Headteachers are responsible for:

- Recording actions/updates and contributing to Safeguarding meetings
- Managing high level behaviour and making decisions on exclusion in the Headteacher's absence
- Providing regular training to all staff and ensuring key staff have up to date training which enables them to support nominated children effectively
- Monitoring the impact of behaviour issues on standards and working with class teachers to address this/adapt provision to meet needs
- Working as part of the Senior Leadership Team to ensure appropriate support is made available in school for children with emotional/behavioural needs and resource is prioritised on a needs base

The Inclusion Leader is responsible for:

- Ensuring children who are identified as needing extra support in their behaviour have an Individual Behaviour/Therapeutic Plan written in collaboration with the class teacher
- Ensuring individual plans are regularly reviewed and shared with staff and parents
- Managing support to children whose behaviour is causing concern and ensuring that appropriate measures are put in place
- Communicating with parents and offering support, advice on guidance as children progress through pathways
- Liaising with external agencies to ensure children receive appropriate support and staff receive training and strategies to support them in managing children's needs
- Involving other agencies in assessing a child with behavioural difficulties
- Developing outreach work from the Pupil Referral Unit and other specialist centres
- Analysing children's behaviour to assess need and identifying appropriate provision for this
- Analysing recorded behaviour incidences across the school and implementing strategies to support and reduce the number of incidences

Team Leaders Are Responsible For:

- Monitoring behaviour, communicating plans with their team and ensuring agreed action is taken, reviewed and evaluated
- Ensuring appropriate whole class rewards are in place and implemented consistently
- Support staff to implement effective routines for learning and develop positive relationships
- Supporting staff when dealing with low/mid level behaviour of children who are causing concern

- Supporting staff in responding to early dysregulated behaviour patterns that can be considered a cause for concern.
- Supporting Senior Leadership with implementation of protective/educational consequences.
- Supporting the SEND Team by referring children exhibiting regular non-problem solving behaviours and contributing to Thrive-Online behaviour observations and profiles.
- Meeting with parents alongside the class teacher as required/appropriate
- Supporting children to complete missed learning and repair relationships as part of Reflection duty

The Teaching Staff Are Responsible For:

- Supporting positive behaviour and routines for learning in their classroom through consistent and clear expectations
- Nurturing positive and caring relationships with pupils
- Using PACE and VRF's to support the implementation of whole class Thrive Action Plan's.
- Monitoring and supporting children whose behaviour is a concern who display concerning dysregulated, distressed, connection-seeking behaviours or who are showing a pattern of non-problem solving behaviours.
- Contributing to Individual Therapeutic Plans and Pupil Passports
- Implementing Therapeutic plans consistently and fairly and liaising with the SLT, SENCO Assistants and support staff involved
- Supporting the SEND Team by referring children exhibiting regular non-problem solving behaviours and contributing to Thrive-Online behaviour observations and profiles.
- Implementing Thrive action plans, sharing 'ways of being' with all staff who work directly with the child.
- Communicating with parents – including use of Class Dojo, face to face meetings and home school communication books as required
- Setting up a class contract with the children with positive guidelines which is displayed clearly in the classroom and forms a significant part of the classroom management
- Using PSHE curriculum time to teach social and emotional skills as outlined in the school curriculum
- Ensuring all children feel valued and are supported in achieving positive behaviour outcomes social and emotional development within their right time strand.
- Ensuring work is stimulating, motivating and scaffolded to meet children's different needs
- Raising behavioural concerns with the SLT so that further analysis of needs can be completed, including recording of behaviour incidents on CPOMS

The SENCO/Thrive Assistants are Responsible for:
- Completing observations of children causing concern
- Supporting staff to implement recommended inclusion strategies
- Co-constructing Therapeutic Plans
- Completing Thrive assessments as required
- Implementing Wave 3 support for children who require additional support managing their wellbeing and developing positive relationships

The Alternative Provision Lead is responsible for (in conjunction with SLT):

- Implementing alternative provision and support for children at risk of exclusion
- Plan and support children to be successful on reintegration into class
- Communicate regularly with specified parents on the progress of specified children
- Supporting the writing of individual therapeutic plans for specific children in collaboration with class teachers and SENCo
- Identifying and managing the implementation of Emotional Literacy programs and Social Skills groups for specific children

- Collating information in advance of selected TSP meetings and attending as required
- Liaising with external agencies, including Early Help
- Managing the paper systems of behaviour – behaviour logs, Pupil passports and ensuring they are up to date and reviewed regularly
- Manage and coordinate the internal SEMH (Hive) team
- Using CPOMS to record high level behaviour incidents

Team Leaders Are Responsible For:

- Monitoring behaviour, communicating plans with their team and ensuring agreed action is taken, reviewed and evaluated
- Ensuring appropriate whole class rewards are in place and implemented consistently
- Support staff to implement effective routines for learning and develop positive relationships
- Supporting staff when dealing with low/mid level behaviour of children who are causing concern
- Supporting Senior Leadership with implementation of protective/educational consequences.
- Meeting with parents alongside the class teacher as required/appropriate
- Supporting children to complete missed learning and repair relationships as part of Reflection duty

The Child and Family Worker is Responsible for:

- Attending Safeguarding meetings
- Communicating concerns with the safeguarding team
- Supporting parents to access parenting support
- Capturing the voice of the child through 1:1 support meetings
- Providing pastoral care for vulnerable children
- Supporting the implementation of inclusion strategies in school/at home as required to support joined up working

The Attendance Officer is Responsible for:

- Communicating with the Local Authority and Education Welfare 0fficer when children are put on a part-time timetable
- Daily attendance checks and recording
- Contribute to Safeguarding meetings as part of the safeguarding team
- Liaising with the Educational Welfare Officer to ensure families and children are well supported
- Contributing to reports as required by the SLT
- Meet parent to support improvements to attendance and behaviour where these are a concern

The Teaching Assistants are responsible for:

- Promoting a positive and enabling environment
- Supporting children whose behaviour is causing concern to co-regulate and ensure that agreed protective/educational consequences are actioned
- Contributing to and supporting the implementation of Therapeutic Plans
- Supporting the implementation of Thrive action plans, adopting 'ways of being' at all times and delivering 'activities' when required.
- Promoting high expectations of behaviour through positive rewards that recognises children's effort
- Communicating concerns/updates to the appropriate person after initial investigation into an issue
- Recording incidents of behaviours using CPOMs and/or ABC sheets as required

The Lunchtime Support Assistants are responsible for:

- Facilitating safe and enjoyable play, including structured activities on the playground
- Managing minor incidents in the playground and ensuring close supervision
- Communicating ongoing concerns to the Pastoral Manager and to class teachers using the communication books
- Promoting positive play and modelling expectations
- Provide 1:1 transition support as required for key children

The Admin Team Are Responsible For:
- Sending out letters relating to behaviour and exclusions
- Ensuring up to date copies of Reflection letters are recorded centrally on the network/SIMS
- Ensuring records for exclusions are reported to the Local Authority and parents.
- Updating children's files on SIMS and CPOMs, incl. letters for exclusion/suspension
- Contacting parents to make appointments to see teaching staff.
- Sending out Home/School Agreements at the beginning of each academic year.
- Ensuring supply staff have a copy of the behaviour policy and supply handbook so that they are clear about expectations for the class

5.4 Parents

Parents are expected to:

- Ensure their children arrive on time in the correct uniform

- Ensure children are prepared with the right equipment

- Communicate to school staff about any changes that may affect the emotions and behaviour of their child

- Modelling good conduct and politeness in and around the school grounds and on social media sites

- Supporting the school with educational/protective consequences, sanctions and rewards

- Attending meetings about their child's behaviour as required

6. School Rules

At Whitley Park Primary and Nursery School we have five simple rules which summarise our expectations:

Be Kind

I communicate politely and kindly

I work cooperatively with others

I take care of resources and materials

Work Hard

I always try my best

I show resilience when learning is tricky

I complete work to the best of my ability

Get Smart

I practise new skills

I learn from my mistakes

I explain my thinking and listen to others

I use feedback to improve my learning

1   Rules are displayed at different levels across the school (in the consistent school format) and reinforced at the beginning of each term in classes and at the beginning of each academic year in assembly.
2   Individual class expectation are co-constructed at the beginning of each academic year and reviewed regularly with the children

7. Positive Reinforcement

Positive reinforcement is used to recognise effort and promote effective learning behaviours. Our focus of intent is for children to develop a growth mindset and therefore we recognise effort over achievement. We use mistakes as opportunities to learn and we want all children to develop a learning vocabulary linked to our motto of: *Aspire Believe Achieve*.

We will do this by:

- Giving descriptive praise, e.g. – " *I like the way you persevered with…, I can see you have really made an effort to…, etc"*
- Delivering precise feedback on learning. both verbally and in writing, including specific unit targets in writing and maths
- Modelling effective learning behaviours, e.g. – "*I am thinking that….I know I need to…when I struggle I will…"*
- Making our expectations clear and specific, e.g. – *"I need you to…"*
- Using Marble in the Jar or other similar Whole Class Reward systems, ensuring that we are descriptive in why the marble has been added and not excluding children from class rewards
- Sending the child to another member of staff, e.g. – the Headteacher for praise/Hot Chocolate Friday

Rewards

Whole Class Reward System

We operate a whole class Marble in the Jar style reward system (this can be adapted, e.g. – pieces to a jigsaw, etc). This is to recognise positive learning behaviours and achievements. Staff will use their discretion to decide when to add a marble in the jar but be conscious of the above. They will link this to their class expectations and use it to target particular behaviours they have assessed need to improve, for example:

- Turn taking
- Perseverance
- Helping others

- Staying focused

- Making progress against targets

Once the jar is full/aim complete, the class teacher will ensure all children are included in a predetermined reward linked to their current learning.

The reward will last no longer than 30mins and happen no more than once every two weeks. These may include:

- A topical/creative task linked to a current area of study

- Listening to an audio story

- Watching a film linked to the curriculum/topic

- An organised game, e.g. – parachute games

These will not include:

- Free play in the classroom or outside on the playground

- Access to wet play activities/games

Importantly, staff will involve the children in deciding what the reward and focus behaviour will be in advance of starting the cycle. These rewards will be chosen to suit the age and demographic of the class.

8. Understanding behaviour

We recognise that excellent behaviour is essential to effective learning. We have clear routines, shared expectations and a common approach to ensure we model and promote positive relationships. Our approach to managing behaviour is informed by seeking to understand what the behaviour is demonstrating. It is this guiding principle that informs how we manage the different types of behaviour outlined below.

8.1 Pro-social Behaviour

What is Pro-social Behaviour?

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Children who consistently demonstrate pro-social behaviour are referred to as "safe learners".

Behaviours we see in our safe learners:
- Actively and enthusiastically engaged in their learning e.g. asking and answering questions, bringing in resources from home
- They follow the expectations and routines of the classroom
- They have an awareness of the needs of others
- They use positive verbal and non-verbal language to express themselves
- Good organisation of resources
- Demonstration of empathy in their relationships

- Good levels of attendance and punctuality

How do we model and respond to pro-social behaviour?

Staff must:

- Welcome pupils at the classroom door, in the corridor and when on duty.
- Notice and praise prosocial behaviour – *"I like the way…"*
- Use polite language, model appropriate eye contact, use open body language and smile often at pupils.
- Encourage pupils to be supportive of one another, to listen and respond with respect e.g. "*I agree with Tom that…, however I think that…".*
- Model appropriate relationships between each other.
- Be consistent with clear routines, expectations and boundaries.
- Give pupils a 'right of reply' during discussions and value the 'voice of the child'
- Recognise and affirm the pro-social behaviours they see giving personalised and specific verbal praise and positive feedback such as *"thank you for listening so well it has meant you understand what I would like you to do"*

Staff must not:

- Bribe the pupil for compliance with rewards/treats i.e. give out team/group incentives such as marbles in a jar, Dojo Points, etc
- Use visual charts such as sun and clouds, traffic lights or rockets to indicate acceptable or unacceptable behaviours unless these are agreed as part of an individual plan
- Use prosocial behaviour to highlight antisocial behaviour for example, *X why aren't you sitting as well as Y*

Staff may:

- Use high fives/handshakes as recognition of pro-social behaviour
- Give individual stickers
- Use positive verbal feedback
- Send a child to Hot Chocolate with the Headteacher
- Award additional responsibilities and roles
- Communicate with parents to highlight pro-social behaviours

8.2. Low level behaviour

This is usually behaviour that can be easily managed by classroom staff. Incidents are likely to be infrequently displayed by any one child.

What is low level behaviour?

It could look like:

- Calling out
- Talking over each other/ the teacher
- Being off task
- Chair rocking, pencil tapping
- Throwing of small objects
- Leaving seat
- Answering back
- Not following instructions straight away
- Not sharing resources
- Distracting others

Staff must:

- Us positive framing to give reminders about expected behaviours
- Give limited choice consequences if behaviours do not stop and follow consequence chart
- Think about the child and the context - *What is this behaviour telling me? Is the work too difficult? What is the source of frustration? What might be stimulating or overwhelming the situation? Is this behaviour going to escalate – use their knowledge of the child's individual risk assessment? What is the child's body language saying to them?*
- Address the behaviours in a therapeutic way
  - Use positive reinforcement of pro-social behaviour and positive phrasing e.g. *"Stand next to me"*; *"Walk in the corridor"*; *"Stay seated in your chair"*.
  - Use disempowering language e.g. "*You can listen from there.*"
  - Use the language of limited choice e.g. *"Are you going to sit on your own or with the group?"*
  - Speak to the pupil privately (when feasible) when addressing behaviour.
  - Give the pupil take up/processing time.

Staff must not:

- Use a public recording system of warning e.g. names on the board, sad/smiley faces etc
- Raise voice or shout
- Use humiliation or sarcasm or disrupt the flow of the lesson
- Use derogatory or negative language such as *"Are you not listening?"* or " *I have told you too many times…"*
- Use threats such as "*If you don't do X (or stop doing X) I will get……/tell your parents…./not let you….."*
- Use phrases which may trigger an escalation. This includes, but is not limited to:

- *How dare you speak to me like that!*	- *You're starting to annoy me!*
- *You shouldn't be here! Get out now!*	- *How dare you argue with me!*
- *Stop wondering around the room and get on with your work!*	
- *That's it! I'm phoning your parents!*	

Staff may:

- Divert and distract by introducing another topic or subject.
- Recognise how the pupil is feeling if they are visibly displaying emotions e.g. "*I can see you're angry/upset."*
- Take the child to one side to explore how the child is feeling
- Seek advice from another colleague
- Restructure the task/groupings etc. to support the child to return to pro-social behaviours

8.3. Unsocial behaviour

Unsocial behaviours are usually behaviours that are not pro-social but do not negatively impact on other people. Children displaying these behaviours are exercising self-regulation and accommodation to the needs of others.

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

It could look like:

- Not participating in group activities
- Not doing anything/not being on task

- Staring out of the window/head on the table type of behaviours
- Not engaging in learning, e.g. not asking or answering questions
- Not asking for help or support when needed
- Work avoidance tactics – asking to go to the toilet, pencil sharpening , scribbling
- Behaving in a way that they feel will get them removed from the classroom
- Taking themselves out of the classroom
- Self-harm including not eating, scratching self etc.

Staff must:

- Use positive encouragement to engage child in their learning
- Use WIN (Wondering, Imagining, Noticing) techniques to check the child understands what is required of them, e.g. –
  - *I wonder if going home is making you feel a little anxious about something*
  - *I imagine it might be hard seeing your friend play with Lucas today. Might you be feeling a little sad?*
  - *I noticed you arrived a little late. Maybe I can get you started?*
- Give reminders about expected behaviours
- Give limited choice consequences if behaviours do not stop and follow consequence chart
- Use other staff to act as a change of face

Staff must not:

- Draw the groups attention to the behaviour
- Ignore the behaviour
- Shout or use sarcasm
- Use derogatory or negative language such as "*Are you stupid?*" or "*I have told you too many times…*"
- Use threats such as *"If you don't do X (or stop doing X) I will get……/tell your parents…./not let you….."*

Staff may:

- Provide further scaffolding
- Put in place protective consequences
- Put in place educational consequences
- Give processing time

8.4. Anti-social behaviour

What is anti-social behaviour?

These are usually behaviours that negatively impact on other people. Children displaying these behaviours are not exercising self-regulation and accommodation of the needs of others. These behaviours may be difficult to or present risk to others.

What could it look like?

- Throwing of objects, including at others
- Use of a weapon
- Barricading
- Spitting
- Hitting/kicking/pinching/biting
- Swearing/ use of abusive or derogatory language
- Vandalism/graffiti
- Bullying- including on-line
- Discrimination including on grounds of race, identity, religion, gender
- Aggressive and/or oppositional behaviour

- Stopping the learning of others – shouting out, spoiling the environment (eg throwing around resources, emptying trays/pots etc)
- Self-harm/ risky actions
- Lying/stealing
- Absconding
- Absolute refusal to follow instructions
- Spoiling the play of others
- Misuse of resources

Staff must:

- Acknowledge that it is recognised the child is having an extreme *feeling "I can see that you feel sad/angry/hurt…."*
- Give reminders about expected behaviours and use the following phrase to remind them about keeping *safe, e.g.- " To keep you and others safe I would like you ….."*
- Use positive phrasing e.g. "S*tand next to me; put the pen on the table; walk in the corridor, walk with me to…; stay seated in your chair…"*
- Use limited choices*: "Where shall we talk, here or in the library? I am making a drink, orange or lemon? Are you going to sit on your own or in a group? Are you starting your work with the words or a picture?"*
- Use strategies to disempower the behaviours: *"You can listen from there, come and find me when you get back, come back in to the room when you are ready, we will carry on when you are ready "*
- Give limited choice consequences and follow agreed consequences
- Put in place educational or protective consequences
- Think about the child and the context
- Refer to any risk management /therapeutic/Thrive plans in place
- Ensure that the child is not made to feel trapped eg by exits being blocked, adult/s being really close to child
- Use a calm and quiet tone
- Praise any pro-social behaviours/choices made
- Understand when they too need 'time out' from a situation and accept support from colleagues

Staff must not:

- Shout at the child or use an angry tone
- Stand "square on" to the child or invade the child's personal space (unless necessary to keep children or staff safe).
- Bribe child, e.g.- *"If you …..then you can….." or "if you don't…….then….."*
- Use negative phrasing e.g. *stop being silly; be good; don't throw the pen, stop running, calm down*
- Give no choice, e.g.- "G*et in here now, get out! Do as you are told, give it to me now….. or open choice: "what do you want to do? Would you like to go inside?"*
- Empower the behaviours through phrases such as: "*Come back here NOW!; you are not allowed in there, get down from there, Don't you dare swear at me…."*

Staff may:

- Ask for time out to report and record incidents and to reflect on the incident.

8.5. Unforeseen behaviour

This is defined as a dangerous or difficult behaviour displayed by an individual which is not expected and/or out of character i.e. not a behaviour previously seen in this individual. When this occurs it is expected that a dynamic risk assessment will be carried out based on the therapeutic principles.

Following such an incident the following must occur:

- Debrief with child/adults present when it is suitable to do so
- If there is a therapeutic plan in place follow the debrief guidance
- Complete a risk assessment to see if a plan needs to be instigated or a current plan reviewed

9. Communication with parents and carers

We desire open and honest communication between all parties and we want parents/carers to see us as partners not the "enemy" - parenting a pupil with difficult or dangerous behaviour is challenging.

We want the parents to be confident that our reporting is factual and accurate, not biased, selective or exaggerated.

When sharing messages around behaviour staff must:

- Share any protective or educational consequences
- Follow any direction on a plan
- Meet parent/carer in a private space and preferably in person
- If need to telephone parent/carer ensure this is done in an empty private space
- Ask the parent/carer if this is a good time for them,
- Talk about what happened in an accurate and non-ambiguous way – make sure they have all the facts, not make sweeping statements/generalisations
- Provide continued feedback to the parent/carer
- Use non-emotive body language and a calm voice

When sharing messages around behaviour staff must not:

- Share personal information about children involved in the incident
- Under describe the incident
- Discuss the incident in public areas
- Avoid the difficult conversation
- Take sides
- Get caught in an argument

When sharing messages around behaviour staff may:

- Refer to a more senior member of staff if required/requested
- Seek support from a colleague before approaching the parent/carer
- Telephone the parent/carer before the end of school to make an appointment discreetly
- If it is appropriate talk to the parent/carer with the child there
- Use email/telephone to give ongoing feedback

10. When do we use exclusion?

Fixed term exclusion

In a therapeutic framework we may use a fixed term exclusion to help us create a better plan to support the child and/or to protect others in the dynamic. Only the Headteacher can exclude a child, or in their absence the Deputy Headteacher.

Permanent exclusion

Using the Therapeutic Thinking School Framework, we will use permanent exclusion where we are unable to use the current resources to keep the child, or other children/adults in the dynamic, safe from significant harm. Only the Headteacher can permanently exclude a child.

11. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

12. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

13. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:
- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents (see appendix 3 for a behaviour log)

14. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.
These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's <u>latest guidance on searching, screening and confiscation</u>.

15. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

17. Training

All staff are provided with training on managing behaviour, as part of their induction process.

All staff are trained as part of Therapeutic Thinking approach and behaviour management forms part of our approach to continuing professional development.

A staff training log can be found in appendix 2.

18. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governors every year. At each review, the policy will be approved by the Headteacher and Governing Body

The written statement of behaviour principles (appendix 1) will be reviewed and approved by governors every year.

19. Links with other policies

This behaviour policy is linked to the following policies:
- Anti-bullying policy
- Exclusions policy

- Safeguarding policy
- Thrive Policy

Appendix 1: Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour and discipline in Schools 2016, Mental Health and behaviour in school 2018) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.
The statement as been adopted by the Governors as a whole and is informed by our vision and value statements.

The school's vision and learning values are at the center of everything we do. They underpin our teaching and learning, including how we teach pro social behaviour and deal with anti-social behaviour

We aim to provide an environment which prepares our pupils as confident, happy citizens. We aim to create confident learners, who work with flexibility to overcome challenges, and who have the attributes and skills needed to enjoy life and succeed in all their endeavors.

To enable this, we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where all our children feel safe, nurtured and respected. Our school rules help to maintain a purposeful and calm environment where everyone can learn and enjoy positive experiences. Positive experiences make pro social behaviour more likely.

Principles that Governors expect to be followed:

- every child is celebrated as an individual and praised for their achievements

- adults must model respectful appropriate relationships

- adults must seek to reduce barriers to learning and make the curriculum accessible to every pupil

- anti-social behaviour will be regarded as a communication of unmet need and or negative emotions
- children or staff are not repeatedly victimised by other children's or staff behaviour and preventative or educational consequences will be used to ensure this is the case

- When children do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. In this way children with anti-social behaviours will be supported to learn new ways of behaving

- We will not force sociability on children who chose to be unsocial though we will support them to feel included. we will recognise that for some children school can be an overwhelming experience from which they may need some respite

- Punishment will not be used to remedy anti-social behaviour that is the result of; poor mental health, trauma, unconscious behaviours, social and economic stress, neuro

diversity or special educational need

- Our policy will be applied with equity in mind, some children will need individual approaches to meet their needs

- Parents are expected to advocate for their child's provision and well-being but will not influence the provision or treatment of other children. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community

- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included

- We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying

- Governors expect that exclusion is used only as the very last resort, where it is not possible, even with multi agency support, to prevent the child from causing significant harm to other people in the community

- Given the overriding need to keep children safe, the school will when needed utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. Such instances should be very rare and will always be scrutinised by Governors. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff. Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy

- Staff are expected to treat all community members with respect and professionalism. In return this is expected from the community. Threatening, violent or bullying behaviour or abuse by adults towards the school's staff will not be tolerated including on-line bullying or harassment

Appendix 2: Behaviour Log (to be completed and added to CPOMS record)

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any educational/protective consequences?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, parents, police):	

Appendix 3 Thrive Change Challenges

The Thrive Change Challenges, alongside the Thrive Quick Wins, offer ideas and suggestions to help you embed the Thrive Approach at your setting.

By choosing a challenge to take on across your staff team we hope to support you with changing the language that adults use and strengthening the relationships between everybody in the setting. You decide which challenge to start with and how long you are going to ask the staff to meet that challenge before introducing a new challenge.

Change Challenge #1: Use the word 'and' instead of 'but' when discussing an incident.
"I imagine you were really angry when that happened and it's not ok to hurt someone" can be integrated more easily when you use the word 'and' rather than 'but', since 'but' sets up the expectation that a threat will follow and can result in the other taking a defensive position towards you.

Change Challenge #2: Use WIN to help with the VRFs.
Using the sentence stems, *"I am wondering/imagining/noticing…"* instead of *"I know how you feel…"* helps the child to begin to think for themselves about how they might be feeling and begin to put words to their sensations. This is how we build towards effective thinking and reflective skills and as such, cognitive regulation.

Change Challenge #3: Take a selfie.
In the moment of facing a child's dysregulated state, take an 'imagined' selfie. Ask yourself: 'What would the picture look like?' 'How would my body language and facial expression be interpreted?' 'If I had a speech bubble on my selfie, what would it say?' If staff can stop and think about what is happening for them first, they may be able to **respond** to the child rather than **react** to the behaviour.

Change Challenge #4: Consider HALT.
Is the child Hungry, Angry, Lonely or Tired? Meet those needs first before moving on to consider other behaviours – we cannot **think** if we are hungry, angry, lonely or tired.

Change Challenge #5: Use the word 'distressed' instead of 'challenging'.
When we describe children's behaviours, 'distressed' behaviour more accurately describes how the child is feeling at times of dysregulation and helps adults to respond more empathically.

Change Challenge #6: Use the phrase 'connection-seeking' rather than 'attention-seeking'.
This more accurately describes the needs conveyed beneath the behaviour and helps adults to respond with empathy rather than judgement.

Change Challenge #7: Create a class playlist.

Create a playlist and play it every morning and at the end of the day to help provide containment when the children come into class or leave to go home. Children can choose what songs to include and singing along helps to calm and soothe. Revisit the song choice each half term or termly.

Appendix 4 - Thrive - Quick Wins for Primary Schools

• Let children with a Thrive action plan know who is meeting them when they come into school.

• Where possible, the consistent adult should then meet the child and parent/caregiver when they arrive.

• Some children would benefit from entering the school through the reception office or a quieter area rather than the busy playground. Varying the time might help too.

• Children with early interruptions may benefit from some time to settle into school before entering the classroom.

• If possible, prepare children for the absence of the teacher.

• Be pleased to see the children and be available at the beginning and end of sessions.

• Consider the way you greet children – using their name with a greeting or pointing out something individual you notice about them will meet the need to feel special and build connection.

• Introduce mindfulness/relaxation/calming strategies at the start of each session to help children to settle.

• Notice the ways that children already regulate themselves, for example, sorting the books or sharpening the pencils. This can inform how you support your pupils.

• Learn information about pupils to inform conversations. This will enable greater connection. It could be as simple as knowing their favourite TV programme or football team.

• Let children know you've been thinking about them. This will nurture the idea that they are being held in mind.

• Provide a timetable of the day. There is safety in knowing what is happening and when.

• Introduce visitors and let the children know something about them.

• Find ways to communicate with home – for example send a postcard to let a parent/caregiver know what you've appreciated in their child or ring home with good news.

• Validate the experience of others: pupils, parents, staff.

• Let children know what's for lunch and who will be with them.

• Remember to use PACE in your interactions.

• Give clear warnings and preparation for session end and transitions to enable children to disengage safely.

• Include some beginning and ending rituals so children have extra preparation for these transitions and to provide extra safety through containment.

• Check in regularly with children and, if appropriate for them, offer safe touch – a hand on an arm or shoulder can aid regulation.

• Help children to understand what's happening in their brains – teach Dan Siegel's hand brain model.

• Use sensation words for where you feel emotions in your body – whizzing tummy, heavy in my chest………

• Encourage the children to talk about the sensations they experience.

• At home time, let children know you will remember them and have a routine for returning key pupils to their parent/caregiver.