The Federation of The Downs & Northbourne Church of England Primary Schools

BEHAVIOUR POLICY STATUTORY POLICY

School Mission Statement
Federation of The Downs and Northbourne CEP Schools

Our mission is to create a school in which every member feels valued, irrespective of their race, gender or disability and where the development of the whole child is paramount.

We expect high standards from all, and try to provide the maximum opportunities for every member to fulfil their individual potential. Our Christian ethos encompasses tolerance and cultural diversity which will enable us to embrace the challenges of our world.

We strive to make our learning and working environment a safe, but vibrant and stimulating place from which children can begin their journey of lifelong learning.

Our values underpin our entire school curriculum.

Reviewed September 2014	Updated May 2016	Next Review November 2017	Reviewed November 2017	

THE FEDERATION OF THE DOWNS AND NORTHBOURNE CEP SCHOOLS BEHAVIOUR POLICY

Our approach to behaviour
As a Church of England School this policy is read within the context of the Christian values and teachings of our school.

In addition our Special Educational Needs Policy, Equality Policy Statement, Safeguarding Policy, Homework Policy, Attendance Policy, Assessment Policy and Teaching and Learning Policy should also be read in conjunction with this policy.

Everyone within the school, children and adults, agree on standards of acceptable behaviour, recognise when standards are not met, and expect short falls to be dealt with in a fair and consistent manner.

A common expectation, attitude and code of conduct is required in relation to behaviour and discipline.

There are helpful and unhelpful ways of perceiving a situation and by examining and recognising our own responses to a situation we can begin to ascertain how our own behaviour may be affecting it.

We adopt a policy of Praise and Reward and ensure that there are a number of pastoral support systems in place in order to promote good behaviour.

The Strategies used to Promote Positive Behaviour
- Class rules are created by each class and their new teacher at the beginning of each academic year (and in between where applicable). The rules are discussed with a focus on our Christian, School and British values.
- Individual class reward systems are applied by the class teacher, for example sunshine time, house points, marbles, dojos etc.
- Rules and sanctions are consistently used within each Team and are clearly displayed for all adults to refer to. It must be clear that once the rules are established with the pupils that there are consequences if the rules are not adhered to and the rewards for good behaviour clearly established too.
- All staff aim to be a good role model in all of their behaviour to pupils and staff alike.
- The behaviour and NOT the child is labelled as wrong and reasons are given as to why the behaviour is unacceptable/dangerous.
- Staff meet and greet the children in order to welcome them in a positive way and are approachable in order to develop good working relationships.
- Staff notice good behaviour and use good role models within the class to guide the inappropriate behaviours. They make the praise explicit, this ensures that all pupils know what they need to do in order to receive praise.
- Reward assemblies are used to celebrate achievements and successes including adherence to the school and class rules.
- Staff aim to spot and predict possible situations and diffuse them prior to escalation. Tactical ignoring is used for low level behaviours and a nearby pupil is praised for their appropriate behaviour.
- A reminder is always given allowing the children time to modify their behaviour.
- All children are treated fairly and equally and any variations in the policy that have been

agreed for specific individuals can be communicated to their peers if helpful.

The use of the Pastoral Care System to affect a change in behaviour.
In our schools we use a range of strategies:
- Use circle time/PSHE activities to improve the quality of relationships within the classroom. Circle time helps pupils to reflect on their strengths, feelings, preferences as well as discovering more about others.
- Use circle time/PSHE to ensure that children who may feel isolated are able to join in the group confidently. This enables the children to understand different points of view.
- Use circle time/PSHE to improve interpersonal skills, conflict resolution and problem solving abilities.
- Use small group social skills and self-esteem programmes to develop confidence and social interaction skills
- Use an Anger Management Programme to support those with difficulties in managing their anger both verbally and physically at home and at school.
- Use of small group programmes/interventions to develop Emotional Literacy skills.
- We have a Lunchtime club to develop social skills and support those who are insecure in their friendships. It is also for those who are having difficulties managing their behaviour on the playground.
- We have a Buddy System, where Year 6 pupils help to support the younger pupils in Lower School on the playground at lunchtimes.
- All TAs are on the playground at morning break to play with the pupils and initiate games (old and new) to develop social interaction, friendship skills and to model good social behaviour.
- At The Downs we have Mediators (Year 5 and 6 trained pupils) who are trained by a Mediator Trainer, to help Middle and Upper School pupils to solve their own disputes.
- Circle of Friends is used to support individuals who are at risk of being excluded (or are socially isolated) from a social group because of their emotional needs or behaviour.
- At The Downs we have 'feelings' boxes located in lower, middle and upper school to provide one-to-one pastoral support when requested by the child.
- Our site manager and other support staff to give pupils opportunities to help and take responsibility for jobs around the school and in the dinner hall. Eg: Mr Ford's band of helpers or work with Mr Chidwick in Forest School.
- We encourage pupils who have difficulties with behaviour to recognise their own 'triggers' and take 'time out' from the situation. These children are identified to midday supervisors and other staff.

In class:
On a daily basis these steps are used for inappropriate behaviour:
These procedures are for repeated misdemeanours and persistent refusal to follow Golden and class rules as well as extreme acts of physical or verbal aggression.
(See Appendix 1 for 'White Sheets')
For children who display either consistent low or high level behaviour, or sudden aggressive outbursts, incidents should be recorded on the ABC sheets **(See Appendix 2)**, both forms should be sent to the Team Leader/ SLT as appropriate. These children often require different interventions beyond the scope of the usual behaviour consequence and rewards.

An Alternative Behaviour Programme
For pupils who require a more visual and immediate consequence for their actions or behaviours we use a daily report card which is signed by parents and a member of our senior leadership team. We will also form a behaviour strategy plan **(See Appendix 3),** following outside agency advice. Both forms are specific to the individual pupil.

Team Teach
On occasion we may have to use positive handling if a child has put themselves or other children in danger. Members of staff are trained in the Team Teach approach and de-escalation techniques. We have a positive approach to behaviour management. The Team Teach programme also outlines the context for physical intervention and practical guidance on the application of a range of strategies to keep everyone safe during the physical management of behaviour.

In accordance with current Team-Teach guidance, the following statement from the Director, George Matthews, is included in this policy with regard to working realities:
"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." *www.teamteach.co.uk* (May 2006)

Use of reasonable force:
The guidance issued by the DfE gives clear advice on the definition of reasonable force and how schools should apply the guidance.

"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 or parents accompanying students on a school organised visit."

"Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. 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." *Use of Reasonable Force* (DfE July 2013)

Staff are aware of the document *Use of Reasonable Force* (DfE July 2013). This will be recorded on a Positive Handling Form. **(See Appendix 4)**

Some pupils may require a Pastoral Support Plan (PSP) if they are at risk of exclusion due to their behaviour in school. An additional risk assessment may be necessary for support in school or on school trips. Pastoral Support Plans are discussed with parents.

Behaviour Intervention and Recording Systems
There are a number of stages (or actions) that we take and follow in order to support pupils who have behaviour difficulties. These include:
Teacher Action:
1. The pupil's needs are identified by the class teacher and the SENCo will arrange a meeting with parents. (Graduated Approach)

2. The class teacher discusses the concerns with the child (if appropriate), parents and SENCo. Targets are agreed by both school and home and a review date set.
3. Assessment of behaviour made by class teacher, SENCo and parents
4. An Individual Behaviour Strategy Plan may be necessary. SEN and behaviour plans are discussed with parents at parents evenings and are sent home three times a year.
5. ABC records of behaviour and/or on and off task observation sheets may be kept - especially when Outside Agency advice may be sought

School Based SEN Support:
1. An Individual SEN Support Plan (with targets) is drawn up by teacher and SENCo, with parent awareness and involvement.
2. If no further improvement the pupil is referred (with parent permission) to Outside Agencies via the LIFT process.
3. Further records and observations are made and a Pastoral Support Plan (PSP) may be necessary.

At Lunchtimes
Lunch Time Clubs operate at various times of the year, some are intended to facilitate better behaviour and provide opportunities to develop the pupil's social skills.

Sanctuary areas are also provided for those pupils who are at risk of exclusion or as deemed necessary by the SLT.

If there is a serious incident at lunchtime then a pupil – then a SOS card is sent to the Executive Head/Head of School, SENCo, or Team Leaders.

Pupils given timeout if they have been involved in an incident for a 5 minute cool down. These incidents are recorded in the midday supervisor's notebooks and feedback to class teachers.

The books are to be left in the office each day and a member of SLT monitors the records daily.

Exclusions
The use of fixed and permanent exclusions will be used when all other strategies have not affected the pattern of behaviour. All pupils who have been excluded and those considered at risk of exclusion will be subject to a Pastoral Support Plan (PSP) agreed by the Executive Head teacher or Head of School, SENCo, child and parents. These will usually be reviewed each new term.

The Head will follow the DES guidance on the reasons and purpose for exclusion, including informing the LEA.
Governors are informed of all exclusions.

Appendix 1

Record sheet of Behaviour and Consequences
(Lesson time)
Staff to highlight the incident, adding more details where necessary and circle the consequence. Keep records in silver class files or
SEND folder if appropriate.

Name: *Class:*   *Date:*

BEHAVIOUR/INCIDENT	STEP	POSSIBLE CONSEQUENCE	FURTHER DETAILS (e.g time, names of others involved)
CLASS TEACHER DEALS WITH: Minor disruptive/irritating/silly behaviour Not using/respecting equipment (furniture) appropriately Disrupting learning of others General lack of concern for normal discipline and class rules Moving around class without permission Spitting	1 2 3 4	**Verbal warning** Move seat in class Move to specific place in class Move to place outside the class (monitored) **Name on outside of cloud** Name on board **Name on cloud + miss 5 mins of sunshine time** Miss part of play Miss all of play Parents informal notification	
TEACHER DEALS WITH, SLT MONITORS: Leaving class without permission Damaging other people's property Intimidating other pupils (physically or emotionally) Offensive language (including racist) towards other children Disrespect to staff Defiant behaviour to staff Physically hurting pupils Throwing objects	5 6 7	**3 Individual White Sheets then sent to Team Leader/Senior Teacher** Discussion with parent Parent informed by note in contact book Parent informed by formal letter Racist incidents recorded in the Racist Log **A further 3 incidents on the same white sheet in one day child is then sent to Team Leader/Head of School/Executive Headteacher** Internal exclusion (play/lunch/class) Possible exclusion from offsite activity **9 white sheets detailing steps 1 - 6** Parent informed by formal letter/meeting with class teacher and/or team leader	Please attach ABC sheets/Positive handling report
TEACHER REFERS TO DH/HT FOR ADVICE IMMEDIATELY: Stealing (from staff or pupils) Bringing "weapons" dangerous objects in to school Inappropriate sexual/intimate behaviour Damaging school property Vandalism Leaving the school site without permission Defiant behaviour towards a member of SLT	8	Internal exclusion Possible fixed term exclusion	Attach ABC sheets/Positive handling report.
TEACHER REFERS TO Head of School/Executive Head IMMEDIATELY: Defiant behaviour towards SLT Using offensive language towards adults in school Violent behaviour Causing another pupils serious physical harm/injury Causing another child serious emotional abuse Hitting out at a teacher	9 10 11	**Behaviour Log/Book may be started or Report card for 2 weeks** Parent informed by telephone where possible **Report to agency already involved Pastoral Support Plan required** Parent to discuss incident with HT and asked to collect pupil Appropriate support discussed with member of SLT **Possible fixed term exclusion**	Attach ABCs, Behaviour Log, Reward Charts and/or Report Cards. (This must be age appropriate for the child)
Head of School/Executive Head REFERS TO OTHER AGENCIES IMMEDIATELY: Defiant behaviour towards Head of School/Executive Headteacher Using a dangerous weapon against another person Bringing illegal substances into school	12	Further fixed term exclusions **Possible Permanent Exclusion**	

Completed by: Date:

The Federation of The Downs & Northbourne
Church of England Primary Schools

Incident Sheet – ABC Form

Date	Antecedent What happened before situation?	Behaviour – What happened? Who was there?	Consequences What happened after? What action was taken and by whom?

The Federation of The Downs and Northbourne Primary School

Behaviour Support Strategies

Name: **DOB:**

Precedents/Triggers:
- ASD
- Attachment disorder
- ODD
- Frustration- expressive and receptive communication problems
- Seeking sensory stimulation eg: from small objects etc
- Hearing- unable to hear, or too noisy causing disorientation
- Illness/Tiredness/hunger

Green Proactive Calm and relaxed	Amber-Active Starting to feel anxious or stressed	Red: Reactive Challenging behaviour occuring	Blue: Post Reactive Recovery- calm and relaxed again
BEHAVIOUR: • Sits down and focuses on an activity eg: favourite items such as flap books, toys, art activities, computer • Walking with exaggerated steps smiling SUPPORT STRATEGIES • Constant access to communication systems- Makaton/PECS/Objects of reference • Routine/Structure/Visual support- eg timetable • Opportunities to access favoured activities eg: choice board, busy box	BEHAVIOUR • Pulling/pushing adults somewhere, pointing • Growling • Disengaged and agitated, moving around constantly • Intense eye contact • Loudly vocalising • Searches for food • Blocking • Assuming control SUPPORT STRATEGIES • Ascertain what he wants/needs • Distract him	BEHAVIOUR • Self harm: head slapping • Crying • Hitting/ kicking • Throwing furniture • Charging • Darting off SUPPORT STRATEGIES • Keep calm/Quiet voice • Use his name first • Use positive clear and concise language- tell him what to do instead of what not to do 'I know you will make the right choice and go to your calm down space because I trust you' • Positive handling/Restraint	BEHAVIOUR • Sporadic crying • Growling/ sounds • Playing again • Eating / drinking • Lies down- cover self over SUPPORT STRATEGIES • Ensure he has access to favoured items • Ensure he is physically comfortable eg: had enough to eat and drink

Appendix 4
The Federation of The Downs and Northbourne CEP Schools
Positive Handling and Intervention Report

Name:		Class:
Date:	Time:	Time Span(mins):
Location:	Activity:	
Report By:	Position:	
Names of staff involved		

Reasons for intervention		
Immediate danger of personal injury to pupil	Immediate danger of injury to other pupil(s)	Immediate danger to a member of staff
Severe disruption to other pupils	To avoid property damage	Other

Antecedents

Behaviour				
Intimidation	Verbal abuse	Fighting	Slapping	Kicking
Defiance	Destruction of Property	Damaging property	Interfering with others	Wandering

De-escalation techniques used			
Verbal advice & support	Reassurance	Calm script /talking	Persuasion
Distraction	Appropriate Humour	Choices given	Take up time
Time Out offered	Time out directed	Tactical Ignoring	Negotiation
Changed staff	Success reminder	Praise	Consequence reminder
Other			

Team Teach strategy used				
Strategy	**Duration**	**No. of staff**	**Stand/sit**	**Effectiveness**
Verbal				
Single Elbow				
Double Elbow				
Fig. 4				
Wrap				
Escort				

Medical Intervention	
Breathing / circulation checked:	Checked for bruising
Injury to child	Referred to Doctor
Injury to staff	Referred to Doctor
Injury to others	Referred to Doctor

Pupil Views			
Monitoring			
Parents Informed	Name:	Time:	Date:
Parent comments:			
Further Action:			
Other Agencies Informed			

Signatures	
Staff:	
Pupil:	
Headteacher	
Parents /Carers	