



POLICY FOR	BEHAVIOUR FOR LEARNING
------------	-------------------------------

PERSON RESPONSIBLE	LEADERSHIP TEAM
--------------------	-----------------

COMMITTEE RESPONSIBLE	CHILDREN, COMMUNITY & FAMILIES
-----------------------	--------------------------------

DATE REVISED	Autumn 2018
--------------	-------------

NEXT REVIEW DATE	Autumn 2019
------------------	-------------

COMMITTEE APPROVAL DATE	
----------------------------	--

GOVERNORS SIGNATURE	
---------------------	--

Aims

It is the primary aim of Southmead Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

As a Rights Respecting School (Silver) we believe that every child has the right to be treated with respect (article 37) and that every child has the right to be educated, free from disruption and feel safe at school (article 28). We also believe that children have the right to their own opinions and should be listened to (article 13 and 14). The children at Southmead have been instrumental in developing the behaviour policy at their school.

The school has a whole school Golden Charter, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Responsibility of the Headteacher and Senior Leadership Team

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Headteacher has the responsibility for giving internal and external fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Responsibility of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers must have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability. Class charters are drawn up at the beginning of the year and signed by all pupils. The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom charter consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher must implement the **Assertive Discipline** system fairly and consistently at all times. This system is designed to combat low-level disruptive behaviour. It is a non-verbal system as far as possible (this is more flexible in Early Years and Key Stage 1)

The Responsibility of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. Teaching Assistants should also use the Assertive Discipline system in the classroom. Teaching Assistants, along with the Leadership team (senior leaders and phase leaders) are responsible for behaviour at lunch time. (see playground section)

The Responsibility of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Phase leader, then to the Deputy or Assistant Headteachers and Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Staff give specific praise to children
- Staff give stickers to children and special target met stickers
- Staff give/send postcards home to celebrate good behaviour or achievements
- Pupils may be sent to another member of staff e.g. phase leader or SLT to re-enforce the praise and they may receive a sticker.
- Each week a child from each class is nominated to receive a 'Star of the Week' certificate in the celebration assembly, to celebrate good behaviour, attitudes and achievement.
- The SLT actively encourages staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.

- Staff aware House Points to children when the Olympic and Paralympic values of FREDICE are demonstrated.

Classroom Behaviour

All classroom staff are expected to use the **Assertive Discipline** system at all times.



If a child is seen to be following the class rules, or has done something particularly kind or responsible in the classroom, their name will be put on the happy face. Subsequent ticks can be added. At the end of the week, children who have been consistently on the happy face and not on the sad face, are considered for a phase 'golden ticket' which will allow them to take part in a special half termly treat.

1. Warning 1 – name on board
2. Warning 2 – tick
3. Ignore/break another rule = time out for 15 minutes in partner class. Complete *reflection sheet*. (*Name stays on board with tick*)
4. Return to class. (Child greeted positively) Share reflection sheet with TA. Make amends and continue work.
5. Ignore/break another rule = continue work in Phase Leader classroom and miss next break/lunch (or next day if in afternoon).
6. Return to class. Talk with class teacher. Make amends and continue work.
7. Ignore/break another rule = Teacher completes red slip and is sent to Headteacher (or SLT if not available). Child calls parent to explain what they have done. Meeting with parent, class teacher and SLT organised

This system will work for the vast majority of children. Individuals may need a separate behaviour plan which, if needed, must be followed at all times. See SEN section.

REFLECTION SHEET



Name:..... Class:..... Date:..... Lesson/Time:.....

What happened?
What did you do and what was the consequence?

Which class rule(s) did you ignore?

What can you do to put things right and what will you do differently next time?

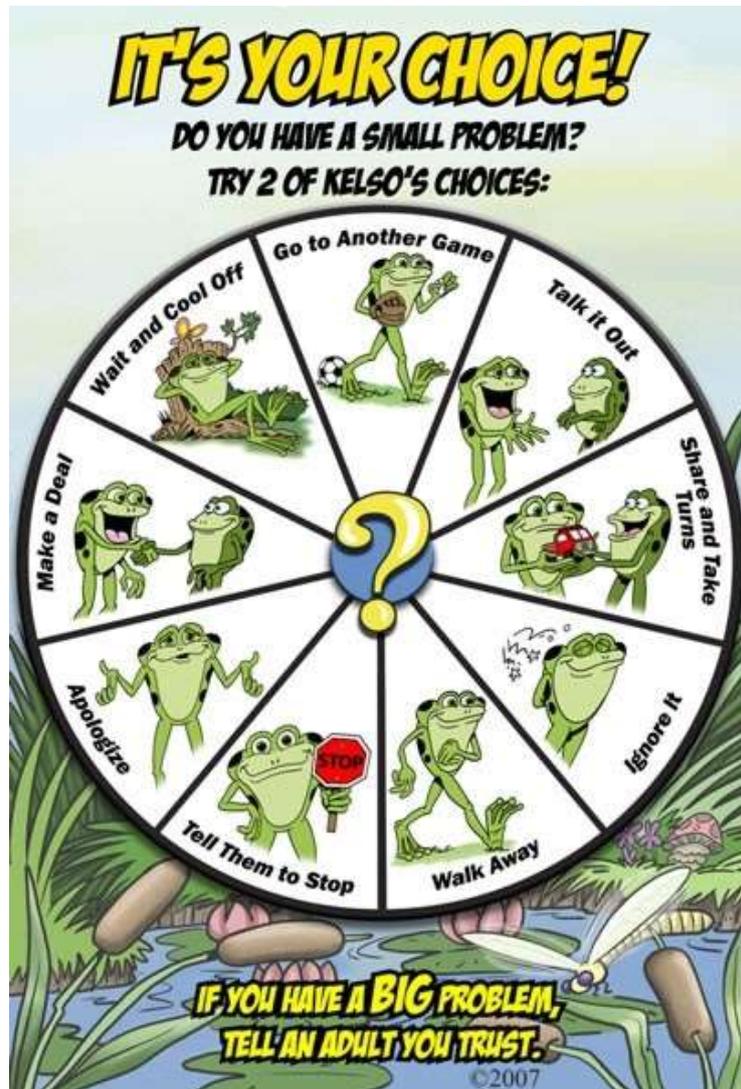
Adult Comment:

Adult:.....
Pupil:.....

NB An adapted version is available with visual symbols and space for drawing for EY/yr 1 and SEN

Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are expected to be independent in how they manage their behaviour and apply **Kelso's Choices** to deal with an incident themselves.



- Children are encouraged to use 2 of Kelso's Choices and seek adult support if this does not solve their problem
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning then they are asked to stand by the fence to have 5 minutes time out. If the behaviour involves physical force, the child may be asked to go inside and sit on the blue chairs outside the office. They will lose their play and the incident will be dealt with by the leadership team (Senior Leaders and Phase Leaders).
- If an incident occurs involving physical force, an Incident Log will be completed by the TA, a copy made by the office and parents/carers given a copy.
- A Serious Incident Log will then be completed by the leadership team and filed.
- Where there has been an incident between 2 children, **Restorative Justice** system will be employed to ensure both children are listened to, the relationship can be repaired and the incident will not re-occur.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.

Serious Risk Behaviour Incidents

Should a serious behaviour incident occur, the following steps will be taken:

- A key adult with MAPA training will take charge (up to date list to be kept in the office)

- De-escalation strategies will be put into place – giving the child space, non-verbal as much as possible, getting onto the child’s level, focus on calming and reassuring the child. MAPA principles will be adhered to at all times.
- The focus will be on safety – of the other children, staff and of the child in question. Therefore, an evacuation of the room may need to take place.
- Holding the child is last resort and only to be done in an emergency by MAPA trained staff
- A child’s parents will be informed and an exclusion will occur if necessary

After the incident, a crisis response form will be written up and reflected upon, in order to further understand the behaviours and, if appropriate, adapt and amend the child’s individual plan and risk assessment.

Crisis Incident Reporting Form

Name:	Class:	Date:	Time:
Location:	Staff involved:		

Facts of the Incident	
------------------------------	--

Signs of Anxiety	Interventions Used
-------------------------	---------------------------

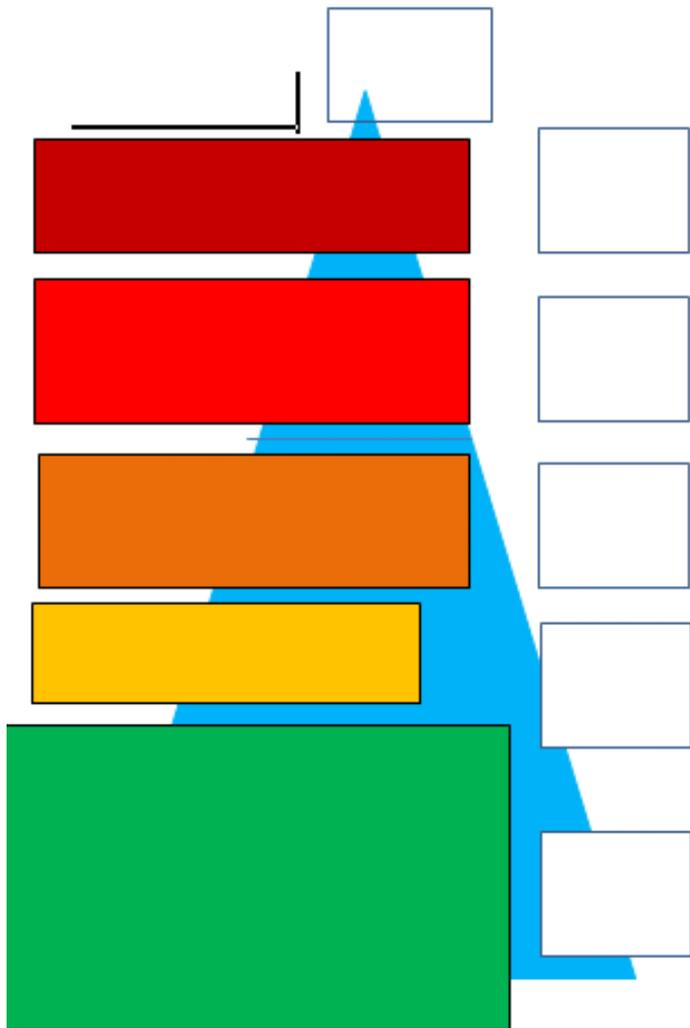
In addition – reflection must occur between MAPA lead and staff involved in the incident.

Post-Crisis (to be completed with MAPA lead)

What strategies worked well?	
What did not work?	
Disengagements used	
Holds used	
Is there anything you could have done which may have deescalated the situation earlier?	
Actions for next time	
Further support/training needed?	

Individuals

At Southmead we recognise that every child is an individual and the behaviour policy above will not work as is for every child. Therefore individual plans may need to be drawn up. We need to be open minded and flexible with the SENDCo, Leadership Team and Headteacher



Individual Behaviour Pyramids

Our Behaviour Policy works for most children, however, sometimes individual children need to have a more individualised approach in order to help them achieve their potential and to help them manage their choices. As part of this individualised approach, we create 'Behaviour Pyramids', in conjunction with the child, teacher and parent. The pyramid outlines the identified behaviour that is challenging and the consequences and or rewards associated with this behaviour. The aim is to always de-escalate and help the child to make good behaviour choices.

Limited Self-Esteem

The most important cause of behavioural difficulties in children is limited self –esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by:

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges

- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experiencing difficulties in making friends

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Special Educational Needs

At Southmead we believe that all behaviours communicate a meaning. When these behaviours persist, it may be that a child has special educational needs. Class teachers and parents should communicate with the SENDCo if they feel this is the case.

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with the Senior Leadership team and the SENDCo.

- **Ignoring** i.e. where practical, tactically ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Social stories** to provide rules for how to behave in certain situations
- **Visual timetables/Now and next board** to provide structure and routine
- **Working for board** to provide extra, personalized incentive for good behaviour
- **Positive Questioning** eg what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** Giving the child two choices about the way they can do something e.g. you can choose to do it with me or on your own/you can choose to complete this in pen or in pencil – signaling that the adult is in control but the child has some choices
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

- **Skill behaviour** –discuss behaviour as a skill that can be improved like any other skill
- **Social skills groups** to discuss situations and possible responses

At Southmead we also believe that every child has the right to support if they have experienced trauma, neglect or abuse, and therefore individual behaviour plans, along with support plans, are drawn up (article 39). The Designated Safeguarding Lead along with the SENDCo Learning Mentor, **support** children who, for a variety of reasons, find the school environment challenging. The Senior Leadership Team, in particular the SENDCo, agree with staff, those children who need to be supported and the Learning Mentor reports progress to the class teachers and the SLT.

Behaviour Support Plan to manage Risk

What we want to see	What strategies and teaching methods support this?

First signs of things going wrong (CPI 'anxiety' stage)	Proactive interventions to support
How things escalate (CPI 'defensive stage')	Early interventions to manage risk
What we are trying to avoid (CPI 'acting out' stage)	Reactive interventions to respond to adverse outcomes

Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time

If a fixed term exclusion should occur, a letter will be sent home explaining what happened and inviting the child and parent/carer to a **reintegration meeting**. In this the child will be expected to convince the school that they have learnt from their exclusion and will not repeat their behaviour. Should the senior staff be un-convinced, the school has the right to continue the fixed term exclusion.

Permanent Exclusions

We endeavour at all times to avoid a permanent exclusion for any child. Situations that warrant a permanent exclusion include:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Children display repeated episodes of unsafe behaviour, jeopardising their own and others' safety, with a refusal to follow adult instructions

In the event that a permanent exclusion may be applicable, Senior Staff will take advice from Victoria Drive PRU before making this decision.

In the event of a permanent exclusion, the Headteacher or Senior Leaders will inform the child and parent of their decision and make arrangements for the child to be taken off the school premises. The Chair of Governors and the LA will also be informed of the decision and arrangements made for the child to continue their education off-site.

Please see SEN Policy, Safeguarding Policy for further information. Please also see our Equality policy and Anti-Bullying Policy for information on specific incidents.