STEEL RIVER
ACADEMY TRUST

# Behaviour Policy

**Date: October 2026**
**Review Date: October 2027**

**Contents**

**Behaviour**

A. Vision

B. Code of Conduct

C. Staff Responsibilities

D. Rewards and Incentives

E. Consequences

F. Dealing with Negative Behaviours

G. Physical Restraint

H. Absconsion

I. Confiscation

J. Circuit Breaks

K. Appendices: - School's individual procedure, rewards and sanctions

## INTRODUCTION

*A teacher's response has crucial consequences…it creates a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or take revenge… Teachers have the power to affect a child's life for better or for worse. A child becomes what s/he experiences. While parents possess the original key to their offspring's experience, teachers have a spare key. They, too, can open or close the minds and hearts of children.*

**Haim Ginott**

# Section 1 - Behaviour

### A. VISION

Steel River Trust believes:

- That all schools should create a safe, happy, nurturing and inclusive environment that allows all children to flourish
- That we will challenge everyone's mindset to foster a love of learning, curiosity and belief in possibilities.
- That we can overcome any barriers that stand in our way
- That we will develop independent, resilient and self-motivated learners who are aspirational.
- That children should be exposed to a wide range of experiences to explore their interests, talents and passions and to become well informed young people who are able to form their own opinions and make safe and effective choices.

Exceptional learning will only take place if relationships and attitudes to work and to school life in general are positive. Therefore, the whole Trust policy for behaviour management is very important in setting and maintaining an acceptable code of behaviour for the staff and pupils.

All children need clear guidelines for behaviour. They need to know what is good and praiseworthy, and what is unacceptable. These factors contribute to the secure and orderly environment which is essential for effective teaching and learning.

Each school within the academy trust has its own systems and procedures for managing behaviour at school level **(see individual appendices available on each schools' website or school office)**. However, this policy provides a framework for a whole Trust approach and ensures individual policies and procedures are aligned with the Trust vision and ethos.

**The policy is based on the following principles**:

- High expectations
- Shared understanding

- Mutual respect and trust
- Fairness
- Honesty
- Positive reinforcement
- Partnership with parents and carers

The policy should be read and reviewed in conjunction with other Trust policies, including Safeguarding, SEND, Equalities and Exclusion to ensure the consistent support of our children and their families.

Our Schools provide a welcoming, caring environment where children and young people are supported and encouraged to learn through personally tailoring curriculum opportunities and approaches to meet individual needs.

Supporting our children and young people in taking responsibility for good behaviour and ensuring the inclusion of each individual is the duty of every member of our school communities.

In our schools we provide system of rewards for good or improving behaviour and pathways for reflection, reparation and correction where behaviour does not reach the expected standard and impacts on the education, safety and wellbeing of others. These are supported and applied consistently and fairly across all of our schools.

## B. CODE OF CONDUCT

In our Schools we believe:

- Everyone should feel safe and secure
- Everyone should feel cared for and valued
- Everyone has a responsibility in creating and sustaining a positive environment
- Everyone is equal regardless of race, colour, gender or religion

**Each day we expect:**

- All children to attend school on time wearing the correct uniform and with the right equipment including homework, PE kits, reading books
- Our school buildings and school property to be treated with respect
- Children and young people to behave in a way that does not cause harm to others
- Children and young people to act in a way that does not bring the school into disrepute

**Promoting positive behaviour:**

- Every pupil is treated as an individual – We get to know and understand our children well. There is a high level of adult pupil ratio which allows staff to identify individual needs and ensure targeted support is provided to all those who need it in a timely manner.

- Every member of staff within each school is aware of each pupil's Individual learning, behaviour needs and risk assessments associated with them.
- A holistic approach to children's education, ensuring staff work collaboratively to meet the academic, pastoral and mental health and wellbeing needs of all our pupils. Pupils voice forms an integral part of shaping our educational provision
- We offer unconditional positive approaches to all of our children. We acknowledge and accept that mistakes can be made, but we separate the behaviour from the pupil and support the pupil consistently without prejudice or judgement.

## C. STAFF RESPONSIBILITIES

Positive relationships between staff and children are crucial in establishing and maintaining consistently high standards of behaviour.

An essential aspect of creating positive relationships is to develop children's self esteem. Everyone needs to feel good about themselves, to receive recognition, attention and appreciation.

Some children are vulnerable at home and isolated at school. It is the role of all staff to create a sense of belonging, acceptance and to teach children how to enjoy friendships.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages high levels of engagement from pupils
- Display and regularly reenforce classroom rules and expectations and support pupils within these
- Leading by example
- Greeting pupils in the morning/at the start of lessons
- Concluding the day positively and starting the next day afresh
- Establishing and maintaining clear systems and routines
- Communicating expectations of behaviour in ways other than verbally Highlighting, promoting and naming good behaviours every lesson
- Having a consistent plan for dealing with low-level disruption
- Using positive reinforcement and consistent responses to good learning behaviours
- being fair and consistent with praise and sanctions,
- giving children strategies for resolving difficult situations,
- responding when asked for help.

A successful policy for behaviour management is dependent upon a consistent approach by all adults working in school. It is essential that teachers offer support to all classroom helpers and Lunchtime Supervisory Assistants by:

- making them aware of the school policy and making sure class/school reward systems are available to them
- establishing what is unacceptable behaviour and what is praiseworthy
- Letting the children see that you are in close communication and share the same rules and expectations.
- Supporting Lunchtime Supervisory Assistants with lining up and leading them in to the dining hall, during wet playtimes by ensuring indoor equipment is set out/available to them etc.

## D. REWARDS AND INCENTIVES

In a Behaviour Policy based upon positive reinforcement it is vital that the children are made aware of the privileges, rewards and incentives which can be earned by working hard and behaving well.

At Steel River Academy Trust we believe strongly in the value of a smile or a positive verbal comment as a reward for good behaviour. Good choices are rewarded in a range of ways including:

- Sharing their work with the class or another member of staff
- Celebration assemblies
- A positive telephone call home
- Individual school reward systems (e.g. certificates, prizes, tokens, reward trips and recognition time etc).

However, children should not always expect material rewards for good behaviour and hard work as this is not conducive to developing self-motivated pupils. We want children to be intrinsically motivated by their achievements and successes and not solely by rewards and prizes.

## E. CONSEQUENCES

Where behaviour causes harm, damage or disruption, we support our children to self- regulate their behaviours and to understand that actions have consequences. These may include:

- Reflective conversations to explore understanding of harm and impact on others
- Expecting work to be completed at home, at break or lunchtime
- Removal from social spaces and/ or from others to protect from harm, including verbal, emotional or physical harm.
- Letters, phone calls home to parents/ carers or arranged meetings for more serious or multiple incidents
- Supporting ownership of behaviours through home – school liaison books
- Isolation periods to give time to reflect, repair and restore behaviours
- Reduced or removal of break and lunchtimes

## F. DEALING WITH NEGATIVE BEHAVIOUR

**General Principles**

- Keep corrective interaction as unobtrusive as possible to maintain a pleasant, positive tone to classroom life, so that when there is a need to be more intrusive, such intrusions are seen to be more significant.
- Keep a respectful, positive tone of voice.
- Avoid unnecessary confrontation, including embarrassment, sarcasm, personal comments or sense of continued hostility.
- Avoid pointing fingers or gesticulating. Use an 'open hand' when emphasizing.
- Be brief. Avoid long recriminations and lists of previous behaviours.
- Ensure sanctions are appropriate to the age and stage of the child and limits further disruption to their learning

## G. PHYSICAL RESTRAINT

Staff at Steel River Academy Trust will only use physical restraint, such as a holding to prevent physical injury to adults/children and/or serious damage to property. At times of heightened anxiety or distress, children are supported by adults trained in the 'Team Teach ' approach, a de-escalation, positive behaviour management and physical handling intervention programme. The de-escalation strategies taught, reduces the need for physical intervention and restraint as it equips individual staff and teams to manage challenging behaviours and conflict safely. Where physical restraint is necessary, 'Team Teach' Restrictive Physical Intervention (RPI) techniques should provide a gradual, graded system of response commensurate with the situation; task and individual involved.

Physical restraint of a child should only be carried out by staff members who have completed up to date 'Team Teach' training and who are trained to carry out the deescalating and holding techniques safely.

### Recording and Reporting

All school's use the C-POMS electronic system for recording incidents of poor behaviour. In addition, where restrictive physical intervention has been necessary the incident is recorded on to the 'Team Teach incident log prior to the end of the day and before the relevant staff leave work. Details will include:

- Name of child
- Date
- Time of incident
- An account of events leading up to and including the incident
- Staff involved
- Actions

This is then signed and approved by the responsible member of SLT.
Incidents involving Restrictive Physical Intervention (RPI) will be reported to the main parent/carer.

## H. ABSCONSION

Many of our children have great difficulty in recognising the dangers associated with their communities and the wider world. Also, when some children become overly anxious and distressed, their response is to get away from the situation which occasionally results in them absconding from the school premises.

**Person with Responsibility**:

It is the responsibility of all members of staff to report a child/ young person who is absent from their care. In order to ensure no time is lost in initiating the procedures, the absconsion should be reported to the on-site Designated Safeguarding Lead immediately.

Procedure for Absconsion from school premises

1. A search of the immediate area or places the pupil is likely to have hidden should start immediately and a note should be made of the exact time the pupil was reported missing.
2. If a pupil is seen leaving site and remain in the vicinity, they should where at all possible be observed and supported in returning to site.
3. If a pupil cannot be seen or goes out of sight for more than 10 minutes: the on-site Designated Safeguarding Lead will be informed and parents/ carers contacted.
4. If after 15 minutes the pupil is not found, the absconsion is officially reported to the police on 999 who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.
6. A note of where the pupil was last seen, what they were wearing, specific medical needs and care arrangements will be provided to the police.

## I. CONFISCATION

Where a student is in possession of banned items, items which disrupt the day to day running of the school or items which are deemed to be inappropriate, these will be confiscated and returned at the end of the school day. These will not be returned prior to this time, except on collection by parent/ carer. Items which are either age inappropriate or items of concern will only be returned to parent/ carer.

**Banned Items include**:

- Mobile phones
- Electronic devices
- Camera or recording equipment
- Age-inappropriate material
- Anything that may be deemed as a potential weapon
- High Energy drinks
- Any illegal substance, alcohol or smoking associated items

If staff feel it is necessary to search a child, they can instruct children to turn out their pockets or their bags and open their trays. Children and their possessions can be searched where staff have serious concerns that a child is in possession of weapons, alcohol, controlled drugs and stolen property. This may be done with a member of the senior leadership team present.(Please see Trust weapons Policy)

## J. CIRCUIT BREAKS

There may be occasions where one school in the Trust is asked to take a child from another school for a short period of time to support with managing challenging behaviours. The benefits of this can include:

- Preventing suspensions or exclusions
- Supporting schools with behavior management strategies
- Using expertise across all schools to support in developing behavior support plans
- Respite for school staff
- Evidence for external support and funding (e.g. EHCP, higher needs funding, coordinated support plans)

However, circuit breaks should only be used once schools have exhausted all internal options. They should be requested where schools are struggling to manage the behaviors of an individual child and where those behaviours are having a significant impact on the safety and/or learning of themselves and others,

In order to ensure circuit breaks are effective and have a positive impact on pupils' behaviour, school leaders need to:

- Ensure there is a clear rationale as to why a circuit break has been requested
- Clearly state all the strategies and provision that has been put in place to support the child prior to requesting a circuit break
- Ensure a meeting has been held with parents/carers to discuss the reasons why this provision is being put in place and to make clear the expectations on the school, the child and the parents during this period
- Identify staff that will be accompanying the child to support them and the host school during this period (This must be a member of staff who regularly works with the child and knows them well).
- Make clear whether the child is being asked to work in a class appropriate to their year group or whether they are to work in isolation with staff members from their home school
- Ensure the host school has full details of any safeguarding concerns and any medical issues that the child may have
- How long the circuit break is to last (usually 1 day, but maximum of 3)

- The plans that will be put in place to ensure a smooth transition back to their home school and the strategies in place to improve behavior.

School leaders who wish to request a circuit break for a child in their school will need to complete the form below, giving schools **48** hour notice where possible

Request for circuit break

| | |
|---|---|
| Rationale as to why a circuit break has been requested | |
| Current strategies and provision in place to support the child | |
| Has a meeting been held with parents/carers? Please give details | |
| Name and number of staff designated to accompany and support the child | |
| Where will the child be expected to work during this period? Will adequate and appropriate work be assigned to the child? | |
| How many days is the request for (1-3) | |
| Are there any external agencies involved with the child/family | |
| Are there any Safeguarding concerns that the host schools needs to be aware of? | |
| Are there any medical needs that the host school needs to be aware of? | |

| | |
|---|---|
| What restorative support will be in place to support the child on their return to their home school? | |

## Appendix A

## Bankfields Primary Behaviour Management Appendix

At Bankfields Primary School, we do all that we can to keep our children safe and happy in school. We promote a positive and conducive learning culture and environment in which all children can be successful. We take a whole staff approach to positive behaviour management as all staff members are responsible for managing the behaviour of our pupils and consistency of approach is key. If children need support with their behaviour, we follow our agreed Behaviour Policy to support children and give consequences when necessary.

### Thrive

We have adopted the Thrive Approach across Bankfields Primary School. The Thrive Approach helps children and young people learn about their emotions and regulate their own behaviour. It is a Trauma Informed approach which supports the mental health and wellbeing of our children as well as aiding their social and emotional development.

We have four Thrive Practitioners who work across school, providing individual and group targeted intervention. Their work is supported by class teachers who implement Thrive strategies and approaches into their classroom practice.

### Trauma Informed Practice

At Bankfields Primary School, we aim to create a safe and nurturing learning environment, to help children to manage their emotions, and promote connection and empathy. Our staff have all received Trauma Informed Practice training and they understand the relationship between children's cognitive development and the impacts of trauma. Our staff also recognise the importance of building supportive and trusting relationships both with pupils and parents/carers.

## GOLDEN RULES

The Golden Rules are six positive rules which cover all aspects of school life. The rules focus on what is good and desirable. We have chosen to omit all reference to negative behaviours.

- Be gentle
- Be kind and helpful
- Work hard and try your best
- Look after property

- Treat others with respect
- Be a good listener
- Be honest
- Take a breath – think before you act.

The Golden Rules are displayed in all classrooms and communal areas of the school so that all staff can refer to them regularly to reinforce positive behaviour.

It is important that the Golden Rules are discussed in the classroom with the children to clarify their meaning and make sure the children understand what is expected.

## GOLDEN TIME

If a child keeps the Golden Rules throughout the school week, i.e. Monday to Friday, s/he earns 30 minutes of Golden Time each week

Any children who have lost some of their Golden Time during the week must sit quietly in a designated place in the classroom until they are told they may join in with the activities.

During Golden Time the children have access to range of activities. The activities are chosen by the children and vary depending on the age of the pupils:

Key Stage 1 chosen activities include:

- Free access to all the play areas
- Table top games
- Board games
- Lego / Construction toys
- Art and craft activities
- Outdoor play

In Key Stage 2 pupils have chosen:

- Use of the computers
- Board games
- Art and craft activities
- Sports activities

- Lego / Construction kits
- Use of the drama studio

Very young children need an immediate response to inappropriate behaviour for it to be meaningful, therefore Golden Time is not formally implemented in the Foundation Stage.

However, the idea of a reward for good behaviour and working hard at the end of the week is introduced by giving a treat on a Friday afternoon such as a favourite DVD (in Nursery) or an additional playtime.

## REWARDS AND INCENTIVES

In a Behaviour Policy based upon positive reinforcement it is vital that the children are made aware of the privileges, rewards and incentives which can be earned by working hard and behaving well.

At Bankfields Primary we believe strongly in the value of a smile or a positive verbal comment as a reward for good behaviour. Children should not always expect stickers or other material rewards.

However, there are many other rewards that can be used with children of all ages, as appropriate:

- Send to another member of staff, including the Headteacher, for positive reinforcement
- Publicly tell another member of staff about the positive behaviour
- Bring good work and behaviour to parents' attention
- Stickers
- Give responsibilities, such as special jobs or being a class monitor
- First choice in activities
- Door monitor at playtime or lunchtime
- Earn prizes such as pencils and notebooks
- Star of the week
- Star points for your class/team
- Golden tokens to reward good manners, kindness and courtesy towards others
- Whole school pupil of the week
- Termly Accelerated Reader Certificates / class prize

- Attendance awards

**Groups of children also take on additional responsibilities across school and help to make Bankfields a positive and safe place to learn.**

- School Councilors - As school councilors, the children have a number of duties, including attending regular meetings to discuss improvement opportunities, organising school-wide events and representing school at public events in the local community. The children take a high level of pride in this role as they are nominated by their peers to be their class representative on our school council.
- Year 6 Prefects (including Head Boys and Head Girls) - Our prefects take on leadership roles around school and set wonderful examples of good behaviour and citizenship. They are always on hand to guide our younger pupils into assembly, to remind others how to walk sensibly around school and to hand out golden tokens to reward other pupils across school. Our prefects attend termly meetings and share their ideas for improvement in assemblies.
- Eco-Monitors – Our Eco-Monitors work hard to ensure our school is environmentally friendly and that we are doing all we can to protect our environment.
- Librarians - Our reading ambassadors help to keep our book shelves and AR book boxes tidy and organised to ensure that they are easily accessible for all. They offer book recommendations to other pupils and help to process new books when they arrive in school.

**Special Achievement Certificates**

Special Achievement Certificates may be awarded to individuals, groups or even whole classes to recognize and reward particular achievement and/or effort over a week or longer, as appropriate.

The member of staff awarding the certificate writes it, including the reason for its award, and gives it to the Headteacher.

The certificates are then presented in the whole school assembly at the end of the week. The reason the certificate has been awarded is shared with the whole school.

The following are some of the reasons a Special Achievement Certificate may be awarded:

- Excellent work in any area of the curriculum
- Resilience
- Sustained effort in work and/or behaviour
- Great improvement in work, attitude and/or behaviour
- Presentation skills
- Caring and considerate behaviour
- Honesty
- Good manners
- Reliability/being trustworthy
- Good team work
- Very good playground behaviour at playtime and/or lunchtime.

## SANCTIONS

Although the majority of children will respond positively the school behaviour policy, there will be occasions when sanctions have to be used to enforce expected standards. Staff have a range strategies which can be used effectively in most situations, such as:

- The 'look'
- Using child's name
- Comment on someone else's good behaviour
- Encouragement of appropriate/on task behaviour
- Moving to another seat

If none of the above strategies are having the desired effect, the following steps are implemented as part of the **Get it Right** strategy:

The **Get it Right** posters are displayed in all areas alongside the Golden Rules to remind and encourage children to follow the rules and 'get it right'.

The **Get it Right** posters set out the clear steps which are followed by all staff when dealing with inappropriate and undesirable behaviour.

1. **Is there a problem?**

   Ask the child if there is a problem. If there is, you can help resolve it so the child can do what is being asked. If there isn't, the child knows you have

noticed their inappropriate behaviour and will usually stop of their own accord.

**2. 1st Warning**

If the behaviour problem continues, say 'This is your first warning. I want you to ….' and redirect the child back to the desired behaviour/activity.

**3. Time Out (lose 5 minutes golden time) ***

The child is sent to time out at a designated place in within the teaching area for 5 minutes. The child must sit quietly without causing disruption. At end of time out, ask the child to confirm why they went to time out and if they are ready to rejoin the class properly. If time out is not completed properly, give another 5 minutes.

In the Nursery the reflection mat is used for time out.

**4. Reflection Time (in another classroom or supervised space)**

If a child continues to fail time out, or is violent or abusive, they go to isolation to another teacher (by previous arrangement) for a limited time between 30 minutes and an hour, e.g. until next break or change of activity. At the end, ask the children to confirm why they were sent to isolation, and if they are ready to rejoin the class, behaving appropriately. Isolation results in a further loss of 5 minutes Golden Time that week.

**6. Head Teacher**

If a child fails isolation or the poor behaviour continues, they will be taken to the Headteacher's office.

After each step a child would usually return to step 1 if he or she conforms to expected standards of behaviour. However, if the steps are being implemented regularly with individual children in Key Stage 2, staff within the team may decide it is appropriate to carry the steps forward between lessons.

**Loss of 5 minutes may take place earlier in the week at the teacher's discretion, for example at break time. Some children need to have an immediate sanction as the concept of losing 5 minutes Golden Time at the end of the week may be too abstract.*

A similar set of steps has been written for the Lunchtime Supervisors and can be found in the Handbook for Lunchtime Supervisors.

In the event of continuing poor behaviour, there are a number of actions which can be taken:

- Persistent unacceptable behaviour at lunchtimes or playtimes will result in the withdrawal of a lunchtime or playtime / managed break times. The child must be supervised by the teacher in the teaching area.

- Behaviour chart or diary.

- Risk assessments where necessary.

- Strategies implemented into SEND support plans where appropriate.

- If all the above steps fail to bring about an improvement in the child's behaviour, external agencies may be involved e.g. Inclusion Service, Educational Psychologist, Early Help etc.

Any SEND Support Plans, behaviour charts, diaries and records **must** be kept to support assessments.

There may be some occasions where a child's behaviour results in either the loss of a playtime or immediate reflection time in another class/supervised space.

| **Loss of playtime/managed break times** | **Immediate Reflection Time** |
|---|---|
| • Persistent poor behaviour at break times.<br>• Incomplete homework (children are always offered support to complete this in homework club in school if they would prefer during the week)<br>• If a child is not working their hardest in lessons or trying their best / refusal to complete a task.<br>• Leaving the playground/area without permission. | • Fighting.<br>• Intentionally swearing at another pupil or adult in school.<br>• Refusing time out.<br>• Defiance.<br>• Threatening, aggressive or intimidating behaviour.<br>• Abusive or discriminatory behaviour or comments towards another pupil or adult. |

**<u>Partnership with parents and carers</u>**

Communication and collaboration with parents is key, and parents should be kept updated about their child's behaviour and any concerns that school has. A phone call to parents should be made after a child has reached 'Reflection Time' or if the child is presenting frequent lower level problems, informing them of the difficulties in school. Parents should be invited to come and

discuss the problem and offer support by encouraging correct behaviour and/or applying sanctions at home.

If poor behaviour continues to persist and puts the wellbeing and safety of other children or staff at risk, then the school will consider extended Reflection Time within one of our partner schools (Caedmon, Grangetown and Whale Hill). They will attend the school for a set period of time, depending on the severity of the behaviour and then return to Bankfields.

If sufficient improvements are not made after school has sought advice and support from all available agencies, a fixed term or permanent exclusion may be given.

## STRATEGIES FOR DEALING WITH NEGATIVE BEHAVIOUR

The following are a range of strategies which have been used successfully by different staff with individuals and groups of pupils of varying ages:

Child is not working:

- Set realistic daily/session targets. Reward a real effort.
- Send it home. Make sure the task is clearly understood.
- Seat child next to a positive role model.
- Write time on work i.e. 1 hours work.
- Pay back wasted time in child's own time (play or lunch).
- Inform parents of lack of effort.

Answering back/shouting out:

- Do not respond to comments.
- Choose those with hands up, explaining why.
- Class discussion about the need to take turns and listen to each other.
- Confront shouting out very firmly and publicly – remind the children of our expectations.
- Use humour but with a firm message.

Attention Seeking Behaviour:

- Approach child directly in a calm and quiet manner. Tell the child exactly what is unacceptable, reinforce desirable behaviour.
- Praise a child nearby who is doing as requested.
- Find a distraction if attention seeking happens at a particular time.

- Be very quick to praise appropriate behaviour.
- Compliment children who ignore the distraction to encourage others.

Theft/Causing Damage:

- Offer incentive for return of item.
- Amnesty for a set time.
- If certain, inform parents.

Refusal to Cooperate:

- Try to avoid a refusal by being positive first e.g. “You’re good at this.”
- Give the child a way out of the situation / chance to make the right choice.
- Talk in a conciliatory way, i.e. “Let’s sort this problem out together.”
- Let others see that the situation/problem will be dealt with e.g. “We shall talk about this later.”
- Give child choice of cooperating or facing the consequences.
- Give the rest of the group something fun to do.
- Loss of break/lunchtimes

Aggressive Behaviour:

- Isolation within the classroom.
- Class discussion.
- Look at the injuries publicly.
- Seek support from parents.
- Withdraw treats/privileges.
- If incident occurred in playground, withdraw playtime or lunchtime.

Making Noises:

- Say, for example, “Please stop the whistling noise,” without addressing a particular individual.
- Confront the child if you actually see them make the sound, e.g. “Sarah, please don’t make that noise.”
- Encourage peer pressure to stop the noises.
- Target individuals for work on listening skills.
- Encourage peer pressure to stop the noises.
- Target suspects for work on listening skills.

**Appendix B**

# Caedmon Primary School Behaviour Appendix

At Caedmon, we aim to provide the children with a positive and happy learning environment. We use positive praise and rewards such as:

- Prizes
- Certificates
- Celebration assembly
- Badges
- Stickers/stamps
- Pupil of the week award
- Golden tokens

If children need support with their behaviour, we follow our school's 'Get it right' posters to help them to get back on track and follow the steps within our behaviour policy.

**Low Level Disruption**

**Example Behaviours:**

| | |
|---|---|
| • Swinging on a chair<br>• Fidgeting and fiddling with equipment<br>• Making noises to gain attention<br>• Talking unnecessarily<br>• Shouting out<br>• Answering back | • Minor disrespectful body language towards teachers and peers<br>• Disturbing other children<br>• Not starting work when told<br>• 'Fussing'/telling tales<br>• Getting up out of their seat and aimlessly wandering around the room |

**Agreed Strategies/Steps**

**Step 1: Give the 'benefit of the doubt'.**

| | |
|---|---|
| • Non-verbal cues<br>• Move equipment<br>• Give a reminder of expectations/rules<br>• Check-in with the child<br>• Use distraction, e.g. giving them a job<br>• Use humour | • Praise the good behaviour<br>• Use positive language, including positive body language<br>• Support the child and be kind (use certain tone of voice and respond appropriately depending on the need of the child/who the child is)<br>• Use the 'Get it right' poster and classroom rules to support this |

If the behaviour continues, the next step will be followed.

**Step 2: Give a first warning and make the reason for this very clear.**

| | |
|---|---|
| • Explain what you need the child to do to put it right.<br>• Use questions to help children take ownership of their behaviour such as 'where should | • Using positive language when the child has put it right.<br>• Remain calm and polite.<br>• Use a calm, but firm tone of voice. |

| | |
|---|---|
| you be? How do we move around school?<br>• Suggest an option to help them put it right (e.g. Shall we move you next to someone else? Do you need to come and sit at the front?) | • Use the 'Get it right' poster and classroom rules to support this |

If the behaviour continues, the next step will be followed.

**Step 3: Give a second warning - give the child 'thinking-time' to reflect on their behaviour choice.**

| | |
|---|---|
| • The child needs to move to a different part of the classroom (of the teacher's choice).<br>• Teacher to have a quick restorative conversation with the child. | • The child needs to know that they repay their 'thinking-time' at playtime e.g. 5 minutes: time depends on the child and the nature of their behaviour and what they have been given a consequence for (teacher's discretion) |

If the behaviour continues, the next step will be followed.

**Step 4: Child is given reset time (sent to a different classroom with a work pack – prepared by the class teacher).**

**<u>High Level Disruption</u>**

**<u>Example Behaviours:</u>**

| | |
|---|---|
| • Being confrontational or highly disrespectful<br>• Physically threatening to staff or a pupil<br>• Fighting in class<br>• Spoiling theirs or another child's work | • Tantrums and screaming fits<br>• Destructive behaviours (damaging equipment, throwing resources/furniture)<br>• Refusal to leave/enter a room |

**<u>Agreed Strategies/Steps</u>**

| | |
|---|---|
| • Try having a private conversation with the child<br>• Use appropriate strategies to adjust the provision to stop them from escalating (try sending them to the reading corner/regulation station etc)<br>• Follow an individual behaviour plan, if a child has one<br>• Phase leader support with behaviour<br>• A thrive practitioner to take the child to regulate behaviour | • If this is unsuccessful, remove the child and/or call for SLT<br>• If the child cannot be moved ad staff feel that the other children are unsafe, move the rest of the children to another classroom while the child regulates their behaviour and seek support from phase leader<br>• If phase leader unable to defuse the situation; call for Head of school/Deputy head teacher |

Once regulated, staff will have a restorative conversation with the child and consequences will be shared with both the child and the parent. The consequences will take place at an appropriate time, which might be the following school day or during an agreed later date such as a missed event. It is important that parents are kept informed of their child's behaviour if it is repeated so that sanctions and messages can be reinforced at home and sanctions are not a shock to them.

**Card Passes**

In order to reduce the number of incidents of children leaving the classroom without permission and to ensure staff are aware of why a child is unsupervised around school, we have introduced a card system. This card will show staff that the child has permission to be out of class and the reason why. All children seen around school unsupervised and without a pass should be stopped and spoken to by all adults.

**Rewards**

Rewards need to be appropriate and develop children's intrinsic motivation. This will raise their aspirations and demonstrate how they have made their teacher proud. This also helps to build positive and respectful relationships between all staff and children.

Pupils are rewarded for good behaviour in the following ways:

Teachers will regularly praise children for positive learning behaviours and good contributions during lesson time. In addition, a range of stickers may be given to recognise hard work. Alongside this, each class will have a reward chart which showcases positive learning behaviour over a sustained period of time. Once a child has received 10 stamps/stickers on their chart, they will receive a prize.

For sustained periods of hard work and positive learning behaviours, children may be awarded special achievement certificates and/or Caedmon badges in Friday's whole school celebration assembly.

A priority of the school is to improve behaviour and reduce the number of negative incidents across school. We have introduced a golden token system which recognises and rewards kind, respectful, cooperative, polite and well-mannered individuals at Caedmon. Golden tokens will be added up for each class at the end of every half term and the winning class will receive a special prize of their choosing.

Finally, we have introduced our 'Pupil of the week'. This identifies a pupil who has demonstrated outstanding learning behaviour and who has been an exemplary role model for the rest of school or a child who has worked extremely hard to improve both learning and behaviour over a sustained period of time. The child will get to take home their 'Pupil of the week' trophy for the week and have their picture displayed across school as well as posted on our social media account (with parental consent).

## Appendix C - Grangetown Primary - Behaviour and Recognition Procedures

Grangetown Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values (ready, respectful and safe) with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### *Visible Adult Consistencies*

- Meet and greet
- Calm and consistent
- Catch the children making the right choice
- Presume the best and listen
- Respect every child

### ***Rules***

1. Ready
2. Respectful
3. Safe

### *Expected behaviours*

1. Being kind to others
2. Appropriate action without needing adult reminders
3. Helping someone
4. Holding open doors, politeness, tidying up
5. Safe transitions (lining up, moving around school etc.)

### *Relentless Routines:*

Recognition board, post cards home, morning greeting, Restore, Repair, Redraw

PACE
Playfulness
Acceptance
Curiosity
Empathy

### *Micro-script:*

**30 Second intervention**

- **I have noticed that** you are….(having trouble getting started, wandering around etc.) right now.
- **At Grangetown we** (3 rules)
- **Because of that you need to** …(refer to action to support behaviour e.g. move to another table, complete learning another time)
- **See me for 2 minutes** after class
- **Do you remember yesterday/last week when you**…(refer to previous positive behaviour)?
- **That's who we need to see today.**.
- **Thank you for listening**…then give the child some **'take up' time**.

### *Restorative Questions*

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How can we put things right?
7. How can we do things differently?

## *Consistencies*

1. **Meet and greet** at the door.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Be vigilant** and take responsibility for all children's behaviour around school. Ensure ready after transitions (breaks/lunches) for learning to start at specified times. .

## *Senior leaders*

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

Senior leaders will:

- Celebrate staff, leaders and learners whose effort goes above and beyond expectations • Regularly share good practice
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around school.

## Recognition and rewards for effort

We recognise and reward learners who follow the expected behaviours and school rules. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are hardest to reach.

## *Rewards*

| Award | | When |
|---|---|---|
| Star of the Week | Recognition of school values /recognition board value | Fridays |
| Dojo winners | Hot chocolate Fridays – hot chocolate/milkshake with member of staff on a Friday | Fridays |
| Recognition board | Targeted at a specific 'learning attitude'. Names to go on board when attitude met (names to not be taken off once achieved). When whole class achieves 'learning attitude', celebration together. | Learning attitude updated weekly |
| Post cards home | Teacher to send home post cards at the end of the day when a child has shown 'above and beyond' behaviour. | When applicable |
| Family group | Children will be split into 4 communities across school (similar to house groups) and dojo points will be collated related to each family group.<br><br>Family group with the most points at the end of each half term to be rewarded with party to celebrate. | |
| Positive phone calls home | Staff to make at least 2 phone calls each week recognising a positive behaviour/learning behaviour throughout the week | Weekly |

## *Monitoring Behaviour in School*

Where there is cause for concern, written notes will be kept in the internal reporting system CPOMS.

**Our strategy for tackling inappropriate behaviour**

**Stage One– Intervention by a member of staff**

**At Grangetown Primary School we teach children what is acceptable behaviour. If a child's behaviour is inappropriate, it is important that a clear, consistent approach is taken.**

- Outlining the unacceptable nature of the behaviour.
- Explaining the effect that the behaviour is having on the child and others.
- Providing the child with an example of an alternative, positive way of behaving – I have noticed etc.
- Making it clear to the child that the step lasts until the end of the session and when the next session begins it is a new start

If a child persists with the unacceptable behaviour the following consequence approach is applied:

**Stage 2– Reflection & Reparation in class**

- Reinforcing the unacceptable nature of the behaviour and are moved in class to support them in making the right choices.

**Stage 3 –Reflection & Reparation at playtime**

- Reinforcing the unacceptable nature of the behaviour.
- A specified amount of reflective time-out at playtime

**And/or**

**Stage 4- Reflection & Reparation in another classroom**

Reinforcing the unacceptable nature of the behaviour.

- A specified amount of reflective time in a separate classroom
- Phase leaders to be made aware of when a child is asked to work in a separate year group through CPOMs and why

**Stage 5 Member of SLT/Phase Leaders to support**

- A specified amount of time to be spent in phase leader classroom or SLT office
- Member of staff to support the child to area
- Parent/Carer to be made aware of incident
- Follow up discussion with class teacher/Phase Lead.
- Class teacher will inform parent/carer about the incident.
- If behaviour persists, regular contact with parents/carers will continue and phase leaders/SLT to be involved.
- If no improvement is evident, a formal meeting involving parents, Class Teacher, a member of pastoral/ SLT will take place to discuss strategies to support the child and their behaviour.
- Involvement of outside agencies.
- Involvement of the Governing Body, with a view to temporary or permanent exclusion.

At times, according to the severity of the behaviour it may be necessary for some of the stages to be omitted.

At times, it will be necessary to adapt this policy to reflect a child's individual needs and a positive behaviour support plan will be introduced with adapted strategies to best support the child in conjunction with parents/carers.

**Positive Behaviour Support Plans**

The school acknowledges that a small minority of children may find it difficult to make the correct choices available to them in order to control their own behaviour for reasons such as children with diagnosed disabilities, SEMH, attachment issues etc. For these children neither the normal recognition/rewards nor stepped sanctions procedures may be sufficient to support them or protect other children from their actions.

In this case, the behaviour leads and phase leaders will work with teachers/parents and carers to design a positive behaviour support plan. This will include strategies that are shared school wide to support and promote positive behaviour from the pupil.

**Anti-Bullying Policy**

This policy should be read alongside and in conjunction with our Anti Bullying Policy.

**Appendix D**

# Whale Hill Behaviour Procedures

**Our main aims are:**

- To ensure that all members of the school community feel safe.
- To establish clear expectations of behaviour.
- To encourage relationships between all members of the school community that facilitate effective learning
- To allow children/young people to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others, during the school day, in the community and beyond.
- To teach children/young people how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.
- To ensure that children show respect for everyone in the school community, their property and are polite and courteous to each other and all adults in school.
- To foster strong relationships across the school community with the aim of spending more time
  'building relationships' and consequently less time having to 'repair' situations.
- To create a safe, happy, caring and productive working atmosphere where the well-being of all learners is a priority.
- To establish and maintain consistency in managing pupil behaviour across the school.
- To understand behaviour as a form of communication and to look behind it, and that it is sometimes the result of an 'unmet' need.
- To provide a common code of conduct that is clearly understood by all staff, children, and visitors.
- To share concerns with parents and carers.
- To support children who may find it difficult to follow our Core Values.
- To share successful strategies which support particular children.
- To provide an effective system of rewards.
- To embed values so firmly that they are reflected in pupils' behaviour in the community and wider society.
- To ensure that parents understand the reasoning behind the school's policy and that they are
  directly involved in its implementation, wherever this is appropriate and necessary.

- To ensure that every child who leaves Whale Hill Primary School is emotionally ready
  to take on new challenges as well as academically equipped to reach high achievement in

  whatever they put their mind to.

**All children in this school are the responsibility of every member of staff. We all work together for the benefit of all the children.**

At Whale Hill School our Core Values are:

1. Respect each other and be polite to everyone.
   *This includes pupils, teachers, support staff, lunchtime supervisors, parents and governors.*
   *In and out of school we represent Whale Hill so use good manners at all times.*

2. Listen to people.
   *Everyone's opinion is valued.*

3. Be kind, helpful and honest to everyone.

   *Treat people as you would like to be treated yourself. Don't physically or emotionally hurt anyone.*
   *We do not tolerate dishonesty: don't cover up the truth.*

4. Work hard and never give up.
   *Try your best at all times.*

5. Look after property.

   *Don't waste or damage things intentionally. Take care of our school.*
6. Happiness promotes achievement.
   *Tackle daily challenges with a smile.*
7. Enjoy and be interested in learning: everyone deserves the opportunity to fulfil their potential.
   *Open your mind to new experiences as school has a lot to offer.*
   *Don't prevent others from learning.*

8. Accept and support others.

   *Be friendly to visitors, newcomers and other children.*
   Core Values simplified for EYFS and Key Stage 1

| **Our Core Values** |
|---|
| **Do**… |
| Be respectful and polite. |
| Listen to people. |
| Be kind and helpful. |
| Work hard. |
| Look after property. |
| Be honest. |

**Staff Responsibilities**

Research shows that the main protective factor of the impact of childhood trauma is one trusted,
emotionally available adult before the age of 18.

Staff should therefore:
• Foster strong relationships between themselves and pupils (providing psychological safety and
showing professional 'love').
• Provide a physically safe, predictable, consistent and structured learning environment (in line
with our School Environment Policy).
• Ensure that they are role models for pupils; demonstrating through their own behaviour, what it
looks like to be ready, respectful and safe.
• Remind children of our expectations at all times to ensure consistency e.g. when
moving around school i.e. walking in single file, walking on the left - no running.
• Ensure children understand boundaries by being firm but fair.
• Ensure that their emotions do not impact a situation; ensuring they remain the steady,
regulated adult.
• Actively support parental involvement and remind parents that they have a valuable role to play.

**We have a clear system of rewards:**

**<u>Rewards</u>**

- Consistent praise throughout the school .
- Each Year group chooses one child each term to receive the Outstanding Achievement
Whale Award.
- Each week, reception and KS1 teachers choose a child to be class achiever. This can be for both academic achievement or skills such as confidence, resilience, perseverance etc…
- Each week, KS2 teachers choose a child to be class achiever (this can be for both academic achievement or skills such as confidence, resilience, perseverance etc.), English achiever and maths achiever
- Extra special work by individual children is shared with the head teacher/team leaders.
- Each class with weekly attendance of 100% receive a prize in assembly.
- Individual children with termly and annual attendance of 100% receive a special prize.
- Termly reading awards.
- A selection of leavers' awards and trophies are presented at the end of year 6.
- Curriculum star awards will be given each half term for pupils who have achieved well in foundation subjects from Reception to Year Six.
- Stickers/stamps awarded for work.

- Head boy and head girl in year six will be chosen by year five and six teams.
- Awards are given in PE for the six Spirit of the Games values: Passion, Self-Belief, Respect, Honesty, Determination and Teamwork.

**Intervention, Support and Restoration**

Some children experience difficulties which require a great deal of adult support and intervention. In all matters, staff will endeavour to treat children fairly and equally, praising good behaviour and trying to pre-empt problems. We believe that staff must try at all times to be approachable, listening to what children say and give them the respect that we expect them to give us. When dealing with a serious incident, staff will strive to remain calm and always making certain that situations are diffused and handled in a fair, non-threatening manner. Children are patiently encouraged to share their concerns and frustrations and to work with adults to resolve conflicts.
Behaviour incidents are logged on our CPOMS system.
For most children, we recognise that a simple and quick intervention can prevent further escalation of behaviour. All staff will endeavour to use the script below when de-escalating behaviour.

**Script: 30 Second intervention**

I have noticed that you are....(having trouble getting started, wandering around etc.) right now.
At Whale Hill we (remind of rules)
Because of that you need to...(refer to action to support behaviour e.g. move to another table, complete learning another time)
See me for 2 minutes after class.
Do you remember yesterday/last week when you...(refer to previous positive behaviour)?
That's who we need to see today..
Thank you for listening...then give the child some 'take up' time.

**Repair and Rebuilding Relationships**

It is important for teachers to take time to follow up with a pupil to repair and rebuild the relationship before they come back to class. Refer back to the behaviour policy and always separate with the student amicably.

**Restorative Questions**

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How can we put things right?
7. How can we do things differently?

**Children with Additional Needs**

We will differentiate our behaviour policy as appropriate to the needs of all children/young people within our school setting, in line with the Equality Act (2010). For some students this approach will require an individualised emotional regulation approach which will include ELSA or counselling. It is our aim to inform parents/carers at the beginning of each year about this differentiated approach in order for them to understand that "being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)".
Children who have been identified with additional needs are not always being defiant or wilfully ignoring school policy when their behaviour does not conform to behaviour requirements. Vocal stimming, vocal tics, impulsive speaking, spontaneously giggling or crying are all-natural biological responses in a

neurodivergent brain. While some children can suppress and mask these tics and responses, usually to the detriment of their mental health, many cannot.
We also recognise that many children find it difficult to sit still for extended periods of time, and children swinging or rocking on chairs need to move. Therefore, this will not be treated as a behaviour difficulty. Teachers will aim to provide regular rest-breaks and movement breaks for children who are swinging on chairs or standing up. This will be taken into consideration and the policy may be adapted.

**Waves of Intervention**

**Wave Three**: Specialist support and interventions supported by external professionals, such as Play Therapy, counselling, art therapy.
**Wave Two**: Interventions aimed at supporting specific identified needs, for example… nurture groups, ELSA sessions, SEN support, EHCPs
**Wave One**: Whole school strategies as outlined in the main body of this behaviour policy.

• Children/young people have a wide range of individual needs which change over time. As such, children/young people require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach will be effective for the majority of children/young people at Whale Hill, some children/young people will require extra support in order for us to ensure an equitable school environment.

• A graduated response to behaviour allows staff to support children/young people according to their current level of need. The WAVES above provides some examples of support offered at each wave of our graduated response. Children/young people will be provided with support based on their level of need. Given that Whale Hill Primary School views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be increased (e.g. a child receiving support at Wave One may begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the child or young person, their parents/carers and external professionals as appropriate.

**Children in Crisis**

**Additional support for children who enter the 'Crisis Phase':**

Whale Hill offers a trauma informed approach and therefore further supports children who enter a 'Crisis Phase'. Additional support is offered to children who experience crisis points.
Examples of this support and steps taken include:

● Immediate risk assessment of the surrounding areas and if it is deemed that the child or other children are at risk, the child is appropriately moved to an area of safety.
● Adult to remain with the child whilst they are in crisis; this is to safeguard the pupil.
● Once the child is in the recovery crisis phase, the adult will continue to remain with the child.
● Adult will then support the child through a 'Restorative Practice' session.
● SLT to ensure that the Parent/Carer of the child is informed.
● Support recorded in school.

| STATE OF REGULATION | POTENTIAL DISPLAYED BEHAVIOURS | RESPONSIVE CO REGULATION |
|---|---|---|
| **CALM** | Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn | Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity |
| **MILD STRESS** | Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness. | Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities. |
| **DYSREGULATED (MOBILISED)** | High levels of arousal/ distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour | Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing |
| **DYSREGULATED (IMMOBILISED)** | Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/ dissociates. Depressed state. Immobile/frozen. May feel faint. | Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance. |

| | | |
|---|---|---|
| **CRISIS** | The child's behaviour means that they or other people are not safe | An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training, Adults need to provide high levels of containment through their way of being – having a plan can help |

**Language**

**We recognise that words matter and would never use language to label a child or cause more shame or ridicule. Staff are careful to disassociate the behaviour from the child and use phrases such as "I would love to see the positive attitude to your work you displayed yesterday." We will also speak to all children with respect and with a supportive, restorative nature. Language to avoid:**

• Language that reinforces staff control, for example 'enforce', 'punishment', 'isolation', 'naughty corner', 'removal', 'rule', 'power', 'control', 'confiscate', and 'impose'

• Language that places negative judgement on a child or young person or their behaviour, including 'attention seeking', 'malicious', 'poor behaviour', 'misbehaviour', 'manipulative', 'naughty', 'immoral'

• Language that reinforces negative gender stereotypes, such as 'naughty boy', or 'bossy girl'.

**Language that can be particularly helpful:**

• Language that promotes trauma informed approaches and acknowledges the need behind a behaviour, for example 'emotionally dysregulated', 'what is the function behind this behaviour?', 'attention needing', 'feeling unsafe', 'presenting as distressed', 'requiring co-regulation support'

Approaches that draw on trauma and attachment theory tend to advocate separating the child or young person from any behaviour that challenges. This can be achieved through the language used to describe the child and their behaviour, for example:

• 'Attention seeking' could be considered to describe the surface-level behaviour, but not the underlying need. Instead, 'attachment needing' might reframe the behaviour as being the function of an unmet need

• 'Manipulative' is another word that describes the surface-level behaviour and has negative connotations within society. Instead, phrases such as 'trying to find a way to have their needs met' or 'feeling insecure in their relationships with others' might be more appropriate.

• Using externalising language around behaviour that challenges and separating the child from their behaviour, e.g. 'The expectations are that we…, so we need to…' (rather than saying 'you need to').

• Using internalising language around behaviour that meets school expectations or can be celebrated, and showing warmth towards the child or young person, e.g. 'You were very thoughtful when you… so you did brilliantly at showing me our 'be kind' expectation'.
• Often, children and young people who have received regular feedback on their behaviour can develop reputations amongst staff and other children/young people. These reputations often relate entirely to their behaviour, and are often powerful, pervasive and dominating. As staff, we can work to challenge these narratives by: Talking to other staff about exceptions, e.g. 'Jay was so kind today when she…' (N.B. it is important to talk about exceptions in a way that avoids isolating other staff members/avoids a 'she behaves fine for me' discussion) o Reinforcing an alternative identity, e.g. 'Zak, you're my ICT expert, can you help me…' o Seeking opportunities to reinforce exceptions in the classroom, e.g. 'Sami, it was really kind of you to get a pencil for Jack as well as yourself'

**Trauma Informed Approach**

Staff should use the trauma informed approach with all pupils to de-escalate a situation and avoid further conflict. If pupils persistently struggle to manage their behaviours, ACEs may have occurred/be occurring: we have a range of mental health support, including ELSA trained staff and school counsellors. Pupils may also have additional needs which contribute to them being unable to follow rules and, in this instance, an initial conversation with the SENDCo would be appropriate.
Pupils can often exhibit stress responses such as fight, flight, freeze and fawn. These can be expressed through various anti-social behaviours, such as being disrespectful or rude, disruptive, aggressive or oppositional, risk-taking, forgetful, disorganised or fidgety and unsettled. Please see the 'Words matter' Australian Childhood Foundation document for further detail. All staff have familiarised themselves with this document. We also use the TECA (Trauma Expression and Connection Assessment) with pupils who are demonstrating stress responses to certain situations.
Staff should strive, wherever possible, to use the trauma informed approach.

| TRAUMA INFORMED APPROACH | BEHAVIOURAL APPROACH |
|---|---|
| Facilitating relative dependency | Encouraging further pseudo independence |
| Creating emotional safety through sensitive attuned care | The use of more authority, power, control |
| Becoming stress managers | Managing behaviour |
| The adult being responsible for holding boundaries | More consequences for the pupil |
| Flexibility of approach | Rigidity of approach |
| Focussing on strengthening a pupils internal controls | Imposing external controls that the pupil may not developmentally be ready for |
| Being responsive | Being reactive |
| Expectations based on emotional and social age of pupil | Expectations and tasks being match to pupil's chronological age |
| Adapting the environment to the pupil | Expecting the pupil to adapt to the environment |
| ALL transitions to be identified and prepared for | Only identifying major transitions |
| Using the pupils history as a framework in which to interpret behaviour | Blank canvas approach |

**All staff including students and supply teachers will use the following steps consistently (with the exception of the above):**

**Nursery**

- Children given a verbal reminder of expected Nursery behaviour.

- Children move to a 'Thinking Place' for 5 minutes where the behaviour is talked through and shared with other children as a learning experience to reinforce expected behaviour.

- Children are taken to see another member of staff (reception teacher). At this stage the Nursery staff will speak to parents as appropriate.

- For more serious incidents or frequently moving though the above steps, children are taken to visit the head teacher/deputy head teacher to be reminded about their behaviour. Nursery staff will speak to parents to inform them.

**The following steps will be applied consistently from Reception to Year Six:**

Step 1 A verbal reminder about their behaviour will be given.

Step 2 Reminder about expected behaviour and moved within the classroom.

*This will be 'reset' after step two at the beginning of the next lesson.*

Step 3 Child will be given time out within the phase (Reception to Y1, Y1 to Y2 etc) and miss part/all of a break time.

Step 4 For more serious incidents or persistently moving though the above steps, children are taken to visit the Head teacher/deputy head teacher to be reminded about their behaviour. **Class teacher will speak to parents to inform them.**

If the steps are followed over a number of days and no improvement is made, then this may result in a report being issued (see section on behaviour reports).

**Step 5**

Issue a red report and inform the team leader and parents. 16 or more sessions will result in removal from report (at the discretion of the head teacher).

**Step 6**

**After 3 weeks** of being placed on a red report, parents will be invited to attend a behaviour plan meeting, where strategies will be discussed that are to be implemented and a behaviour plan will be completed & signed by all concerned. Refer to the red report/behaviour management procedures below.

**Step 7**

After 3 weeks on a behaviour plan, a review meeting will take place. Other strategies will then be considered, such as after school detentions or a day in another trust school.

**Procedures for Reports**

We have high expectations for our children and expect them to aspire to be the best that they can be. Our system of reports is designed to help children to develop a good attitude to learning so they do not miss an opportunity to improve.
Children are under close scrutiny when on report; reports are signed and ticked by teachers after each lesson and children are required to report to the head teacher. If the child has not attempted to make a significant improvement in the lesson the teacher will insert a cross; when this happens the child will spend playtime in the head teacher's office doing more school work.
Children must be clear about the reason why they have been placed on report.
We have 5 types of report:

**Red Behaviour Report:** Used when behaviour has not improved following initial intervention(Step 6)
**Orange Attitude to Learning Report:** Used when behaviour for learning has been raised as a concern
**Green Voluntary Report:** Sometimes children ask to be on voluntary report for a short period because it helps them to improve their learning and behaviour.
**Blue Home Report:** Sometimes parents ask for children to be on home report so we can work together to improve behaviour at home.
**Yellow Playtime Behaviour Report:** Used when issues at break time have been raised.
**When a child is put on red report the following applies:**

- Parents will receive a letter reminding them of procedures.
- If a child has 3 **red** reports in a three week period, a meeting with parents will be held and a plan for sustained good behaviour will be agreed.
- Children who are on a red report at the time a trip takes place, may not be allowed to join in depending upon the reason for the report. Children must be made aware of this consequence at the time of the report being issued. Children will not miss curriculum trips owing to behaviour unless that behaviour puts themselves or others at risk.

A member of staff must collect the report with the child and this will be recorded on CPOMS and the school behaviour log.

**Procedures for Positive Behaviour Management Plans**

In some instances, the 'report' system does not always improve a behaviour situation. (see step 7) It is then time to consider different options; the first option to be considered is a behaviour management plan.
The behaviour management plan is completed with the child and teacher and discussed with the parent.
The teacher and the child will discuss what is considered to be acceptable and unacceptable behaviour. Resulting from this discussion, consequences of actions & choices are determined. The plan when completed is signed by the teacher and at the meeting with parents discussed and signed. This plan will be reviewed daily by the class teacher and head teacher. Whilst on a behaviour management plan the child may not be able to attend school visits (depending on the reason for the plan), playtimes and lunchtimes may require alternative arrangements and the child may not be able to attend afterschool clubs. The plan will be reviewed after 2 weeks; during this review, it will be decided if the child has corrected their behaviour and comes off

behaviour plan completely or if they need two more weeks on the behaviour management plan. After a fourth week, if there are still concerns then school will arrange a period of internal exclusion. School may seek advice from the Redcar and Cleveland Inclusion Service to aid de-escalation.

**Internal Exclusion**

If the plan fails to improve behaviour in the 4 week period within the child's year group, a fixed time of internal exclusion will apply and playtimes will be spent in the Head teacher's office. This will be reviewed at the end of the day and extended if necessary. During an internal exclusion the child will:

- Have work set by their normal class teacher.
- Will sit on a table in the head teacher's or deputy head teacher's office.
- Will not have ANY engagement with any other children.
- They will not do 'jobs' or be 'helper' for the class teacher whose class they are in.

When there has been a case of extended internal exclusion, a reintegration plan will be agreed to support the child in re-entering their year group.

When there has been a number of internal exclusions, school will seek advice form the Local Authority Inclusion Team.

**Suspension**

- In extreme cases, where disruptive behaviour continues or children's and staff's safety is compromised, the child may be suspended from school. This could be lunchtime exclusion initially or, if appropriate, an agreed fixed period of time.
- Following suspension from school, a reintegration meeting with parents and the head teacher will be held before the child is re-admitted.
- **In some cases, this could be followed by a respite period at an appropriate specialist provision.**

**Playtimes/lunchtimes**

Playtimes are organised in year groups with several members of staff on duty. The aim of the staff is to keep playtimes happy, positive and safe and to prevent conflict, unhappiness and injury. Rough, physical games need to be prevented by making pupils aware of the reason for the concern. Often children do not realise what they are doing may result in an accident or quarrel. It is also important that children realise that a hit may be accidental and caused unintentionally and, in this instance, staff should always try and ascertain if this is the case.

Midday supervisors supervise children at lunchtime. They are responsible for the safety and well-being of pupils during this period. It is important that our expectation of behaviour is high during this period. Members of SLT will be visible in the dining hall and on the field/playground.

Should any pupil behave in a manner which puts others at risk or challenges the authority of the midday supervisors, the incident will be shared with teaching staff and recorded on CPOMS and the class teacher will intervene accordingly. Lunchtime Staff should send pupils to SLT if this is the case.

**Team Teach**

A productive educational environment is not possible if children and staff share a sense of anxiety and feel unsafe. Staff need to know what they are expected to do when they are faced with a child in crisis. They need to know which de-escalation skills to use and what to do when these fail to bring the situation under control. They

need effective techniques and strategies which are detailed in policy and supported by leadership. Safe work settings require staff who are competent, and confident to intervene when a child endangers themselves, others or property. Risk cannot always be eliminated but if there is a foreseeable risk it must be assessed, and where possible reduced. This is achieved by Team-Teach training for staff by qualified instructors on a regular basis. Team teach is a positive handing strategy, which allows trained staff to physically hold and restrain children when de-escalation strategies have not been successful.

For more information please visit the Team Teach website:

http://www.teamteach.co.uk/

Staff training takes place every 2 years.

**Anti-bullying log:** All incidents will be recorded on CPOMS (Refer to Anti-bulling policy).

**Incidents Outside of School Premises/School Hours**

The school may take action against any child who is reported for bad, abusive, discriminatory or bullying
behaviour outside of school if:

a) The child is participating in a school-related activity (such as a school trip).

b) Travelling to or from school.

c) Wearing school uniform.

d) The misbehaviour could pose a threat to another pupil physical or mental health and well-being or
adversely affect the school's reputation. This may also include the inappropriate use of social media
sites.

e) Could have repercussions for the orderly running of the school

f) Could adversely affect the reputation of the school

Any action taken will be proportionate to the behaviour and will be in line with this policy.