Positive Behaviour Policy

1 Requirements

1.1 Change Record

Issue	Date	Author	Description
1.0	April 2012	H Mepham	Draft for staff discussion
1.1	June 2013	H Mepham	Ratification by Governors
2.0	June 2013	H Mepham	Ratification by Governors
3.0	June 2014	H Mepham	Ratification by Governors
4.0	March 2017	H Mepham	Ratification by Governors
4.1	23 August 2017	P Atkin	Significant update for discussion
5.0	20 September 2017	P. Atkin	Ratification by Governors
5.1	16 September 2018	P Atkin	Minor update to include reference to Circle Time and Zones of Regulation
6.0	19 September 2018	P Atkin	Ratification by Governors
6.1	1 July 2019	L Perkins	Update to include reference to include Steps training
7.0	17 July 2019	L Perkins	Ratification by Governors

Note: All issues except those of the form 'X.0' are draft.

1.2 Equality Statement

In developing and reviewing this policy we have carefully considered its impact on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1.3 Approval and Review

This policy was approved by the Governing Body on 17/07/19. It is due for review in the Summer Term 2020.

2 Rationale

At Fowlmere Primary School we aim to encourage self-discipline and self-regulation in all children and to cultivate their developing respect for the needs and rights of others within the context of a safe working environment for children and staff. Fowlmere Primary School provides an opportunity for children to learn about their own behaviour and its impact on others. As such it should provide a model of good behaviour and support children to modify difficult or challenging behaviours.

We aim to provide a caring learning environment with a well-planned curriculum which will interest the children and stimulate in them a desire to become successful and self-disciplined students.

This policy is based on the DfE statutory guidance publication *Behaviour and Discipline in Schools – guidance for headteachers and school staff* (January 2016) and *Behaviour and Discipline in Schools – Guidance for Governing Bodies* (September 2015)

2.1 Aims

High standards of behaviour are expected from all children at Fowlmere School. To this end, this policy aims to:

- provide a well-ordered and safe environment for learning
- help and support children to develop self-confidence and self-discipline, and an understanding of what constitutes pro-social behaviour
- create a common understanding of the limits of pro-social and anti-social behaviour
- encourage reflectiveness on one's own behaviour
- teach children how to behave pro-socially
- develop children's internal discipline, to be able to self-regulate

3 Guiding Principles

There is an expectation that all members of the school community will behave appropriately and that problems will be dealt with consistently and fairly bearing in mind the individual needs of the child.

- Following the lead of the Headteacher, there is a collective staff responsibility for being good role models and encouraging responsible behaviour from all children at all times.
- We are committed to pastoral care and staff will work in partnership with parents to promote the children's self-esteem and respect for themselves and others.
- We provide quality in the delivery of the curriculum and in all teaching and learning activities so that opportunities for anti-social behaviour are minimised.
- Positive behaviour will be recognised and praised.
- Children must be aware of what is expected of them and involved in developing class and school rules to implement this policy.
- Strategies for promoting pro-social behaviour and for dealing with anti-social behaviour, must be consistent throughout the school.
- Unacceptable behaviour should always be followed up.
- Reflective discussions must take place after an episode of anti-social behaviour.
- Parental involvement is an essential part of maintaining high standards of behaviour.
- All behaviour interventions and strategies must create positive feelings for the pupils. Where a strategy creates negative thoughts and emotions for the child, it must be adapted or changed.

4 A Therapeutic Approach

- All staff working at Fowlmere Primary School will have undertaken Cambridgeshire County Council Steps Training by a qualified trainer. New members of staff will undertake training as soon as is possible.
- At Fowlmere Primary School we aim to teach children how to behave pro-socially and minimise anti-social behaviour through a therapeutic approach. Cambridgeshire Steps defines the term therapeutic as, "An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic."
- We aim to consider the thoughts and feelings of all pupils when teaching children how to behave pro-socially.

4.1 What constitutes pro-social and anti-social behaviour?

Pro-social Behaviour we encourage:	Anti-social behaviour includes:
Attentiveness	Violence and aggression
A sense of right and wrong	Hurting feelings
Self-respect	Threatening behaviour
Respect for the environment	Bullying
Working co-operatively and including others	Dishonesty
Honesty and trust	Deliberate disobedience
Fairness	Discrimination
Self-discipline	Lack of respect
Politeness and good manners	Using unacceptable language
A positive attitude to life and learning	Deliberately damaging property
Care for their property and that of others	Disrupting teaching and learning
Commitment	Excluding others
Respect for other people, their views, their culture and their work	Sending hurtful or offensive messages

5 Our Responsibilities

In order for our policy to succeed all staff share a collective responsibility for its implementation. This includes:

- spending time every day building positive relationships with **all** children and each other
- sending consistent and clear, unambiguous messages about behaviour
- developing a learning environment, and classroom systems and procedures, which actively support good behaviour (eg ensuring that resources are accessible without crowding, that there is sufficient space for children to move about the classroom freely, etc)
- catching children behaving well ("doing the right thing") and acknowledging it with them
- taking into account the individual needs of children
- making each lesson or each day a "fresh start", not bearing grudges or taking poor behaviour towards us personally
- explicitly teaching what good behaviour looks like as part of the curriculum
- effectively communicating information about children so that all staff are well-equipped to avoid or de-escalate challenging situations
- taking responsibility for the behaviour of all children in the school, not just one group
- where appropriate, undertaking the Cambridgeshire Steps 'Roots and Fruits' exercise to identify the root cause of a child's difficult or dangerous behaviour
- in conjunction with the SENCo, completing the Anxiety Mapping Grid for individual pupils, where appropriate, to identify key times and activities within the school day which raise anxiety and in turn foster difficult behaviour
- following the scripts and advice in an individual's Risk Reduction Plan to ensure the safety and well-being of everyone in school

5.1 School and class rules

The school rules are as follows:

The Headteacher will review these rules with the whole school in assemblies at the start of each academic year.

Class teachers may want to adapt these rules for the specific needs of their classes – for example, make them simpler for younger children. However, class rules should cover the same broad points as the school rules above.

5.2 Basic principles of behaviour management

- **Expectations**: all staff should expect the highest standards of behaviour, challenging children with a rule reminder when children fall below this expectation. Clear articulation of what staff expect to see, rather than what they do not expect to see, is more likely to illicit good behaviour.

- **Visual timetables**: all staff should have a visual timetable on display in their classroom. This enables children to understand what to expect during the school day and is particularly supportive of children with special educational needs.

- **Separate behaviour from the child**: all staff must use clear and careful language when dealing with behaviour and ensure they keep the behaviour and the child separate.

- **Develop good relationships**: effective behaviour management relationships are based on trust - trust that a member of staff will treat children fairly and listen to both sides of an issue. A good relationship means that much behaviour management can be communicated effectively either non-verbally or with very discreet reminders.

- **Take-up time and calm-down time**: all staff should give appropriate take-up time, *expecting* children to modify their behaviour, but not *nagging* them to do so. In extreme situations children may need up to an hour of cool down time before a discussion can take place.

- **Preserve dignity**: as much as possible, discussion about behaviour should take place discreetly, after the lesson. Humiliation of children in front of the whole class is never acceptable. Staff should also take care when discussing pupil behaviour that it cannot be overheard.

- **Focus on primary behaviours**: many children will use secondary behaviours to deflect from the primary focus of behaviour management. Wherever possible, secondary behaviours should be ignored in order to refocus discussion on primary behaviour.

- **Fresh start**: all staff should ensure that a new day brings a fresh start.

5.3 Circle Times

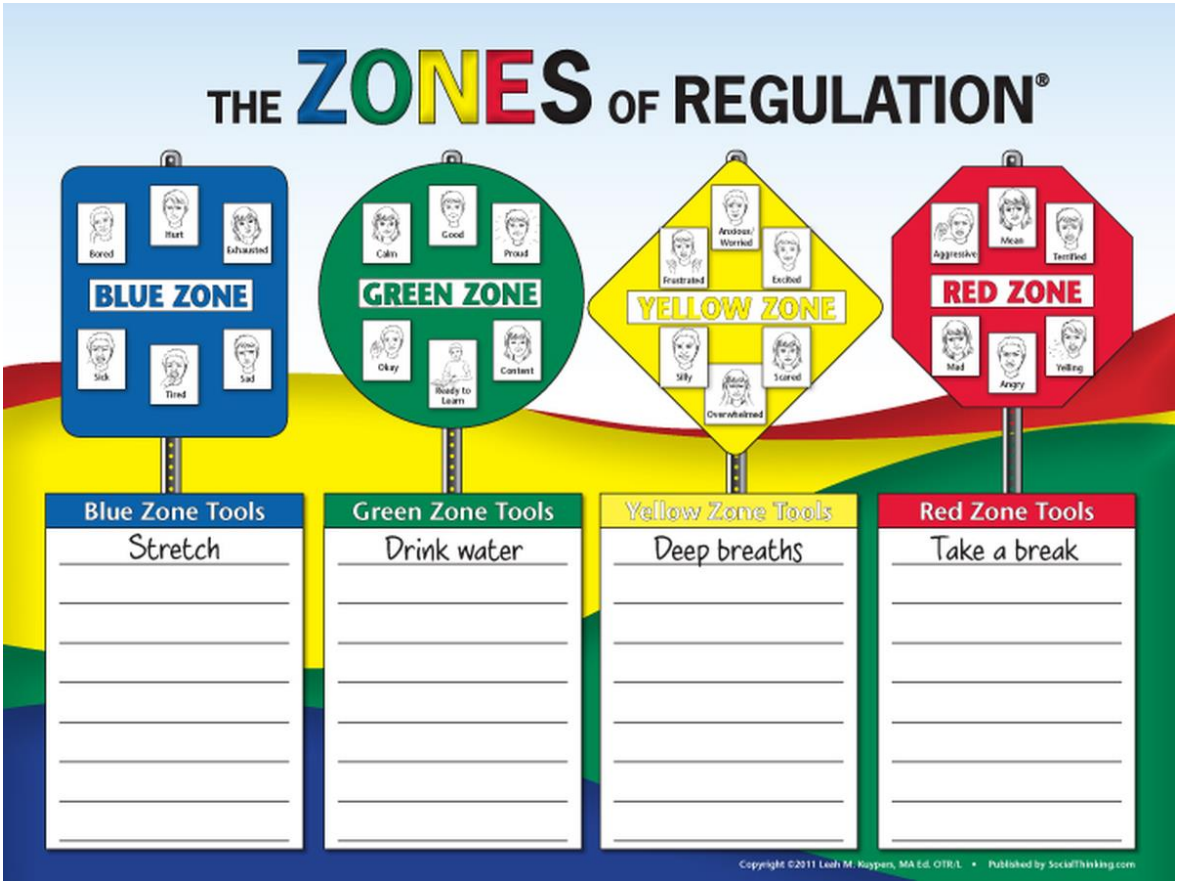
The school is committed to teaching children what good behaviour looks like and the strategies required to manage their own and support others' behaviour.

Each class will hold one circle time each week. Currently this takes place in place of Wednesday assembly. All teachers delivering Circle Time will be trained in its use. The Headteacher will use information and data about behaviour in the school to decide on the theme of the Circle Times half-termly and prepare outline planning for class teachers. These themes will pick up on whole-school trends or priorities in behaviour.

5.4 Zones of Regulation

The school uses Zones of Regulation as the model for talking to children about the way in which they manage their own behaviour. All staff use the language surrounding the different zones to support children in identifying their own emotional responses and behaviours. Class teachers, at the beginning of each academic year, should work with their class to identify the strategies most appropriate to the class which will support children to move back into the green zone.

All classes will display a completed Zones of Regulation Poster as below.



5.5 Celebrating pro-social behaviour

All staff should actively note and praise good behaviour throughout the school. This can be done through verbal acknowledgement – "Well done for walking sensibly in the corridor". A note home can be placed discreetly in a child's bag at the end of the day. Parents should be informed of good behaviour. This can be done in person at the beginning or end of the school day or by email or telephone.

The whole school is allocated to one of four houses. All staff may offer housepoints to children to recognise their learning, behaviour or attitudes. The use of housepoints should be closely monitored and carefully managed to ensure that it remains a motivational system for every child**.**

For some children, an additional motivator maybe used in the short term to encourage and reward pro-social behaviour. Examples of these could be sticker charts or Golden Time. These should be time limited to ensure that pupils do not develop an over reliance on the motivator to behave pro-socially rather than developing self-regulation for long term improvements to behaviour.

6 Dealing with Unacceptable Behaviour

6.1 Classroom setup

All classrooms should include the following items to support behaviour management

- School rules on display – or a class-appropriate version
- Visual timetable
- Well-labelled resources and locations for storage – eg for exercise books
- A space for quiet working away from the rest of the group

Class teachers should always be ready to receive a child from another class and support their colleagues' behaviour management.

6.2 Serious unacceptable behaviour

Occasionally, a child my exhibit a behaviour which is more serious and needs immediate action and de-escalation. These behaviours may include, but are not limited to:

- fighting
- deliberately hurting others
- prejudice-related incidents
- swearing deliberately intended to offend
- overt refusal to follow the reasonable instructions of an adult

In these cases the incident must be logged.

In line with the guiding principles, staff following up these incidents should remember to investigate fully and not make assumptions. Again, it is the behaviour which is having a consequence applied, not the child. Staff should bear in mind that the child caught swearing at another pupil may well be being bullied and has finally reached their limit.

6.3 De-Escalation

Where challenging behaviour is seen, all responses to these behaviours will aim to de-escalate the situation through one of or a combination of the following as appropriate:

- Positive phrasing: Come sit next to me for a story.
- Limited choice: Would you like to sit on the chair or bean bag?
- Disempowering the behaviour: You can listen to the story from there.
- Consequence: We will check you understand the story before going out for break time.

6.4 De-Escalation Script

If a child is displaying difficult or dangerous behaviour the de-escalation script must be followed.

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and……

If a child has a Risk Reduction Plan, the de-escalation scripts and actions written for the individual must be followed to ensure consistency of approach.

6.5 Consequences

When anti-social behavior occurs, an educational consequence must take place. Through these consequences we can help the individual develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the child with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Both protective and educational consequences should be logical and discussed with the pupil to ensure that the reason for the consequence is understood. Consequences will be related directly to the anti-social behavior displayed by the pupil.

Educational Consequences

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Conversation and exploration
- Communication with parents

Protective Consequences

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- No availability of minibus
- Differentiated teaching space
- Exclusion

6.6 Supporting children with Special Educational Needs

There will be occasions pupils with specific needs require their own personalised strategies to help regulate their own behaviour. Systems and strategies should form part of that child's learning plan. Teachers should consider, with the consent of the family, sharing this information with the class so that other children understand why a variation is being applied.

In all cases, the variation should be considered to be short-term, whilst other strands of the learning plan address the behaviour in question.

It is not appropriate to deny children snack or lunch as a consequence of poor behaviour.

Other strategies are available where behaviour issues are persistent or extreme.

- Individual Behaviour Planning, through a learning plan
- Home/school book.
- Regular meetings with parents (as part of behaviour planning)
- Involvement of outside agencies – school nurse, FSW, EWO, GP, Brookside.
- Early Help Assessment
- Internal exclusion

Both detention (child staying after school) and exclusion are options available within law.

The school will only use exclusion in exceptional circumstances – those where staff or children are at immediate risk of harm even if internal restrictions are in place, or where an incident has been so extreme that the school needs time to plan for the protection of others.

6.7 Reflect, Repair, Restore

After an incident of poor behaviour a discussion must take place with the child. The purpose of this discussion is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident the student's behaviour may be influenced by anger frustration disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective. A record of the conversation must be recorded on Provision Map.

Key things explore during the discussion:

- What happened? (tell the story)
- What were people were thinking and feeling at the time?
- Who has been affected and how?
- How we can repair relationships?
- Summarise what we have learnt from the incident and how the pupil can respond to a similar situation if it occurs again.

Differentiated approaches to reflecting and learning from an incident could be:

- Supported thinking using a book
- Social stories
- Role-play with dolls/ teddies/animals/puppets
- Comic strip conversations
- Signing or signalling
- Signs, symbols to talk about emotions SEAL/PATHS

6.8 Persistent Poor Behaviour

For some children the individual incidence of poor behaviour may not be intrinsically serious, but it is persistent. Staff and children alike deserve to feel that persistent poor behaviour is being dealt with.

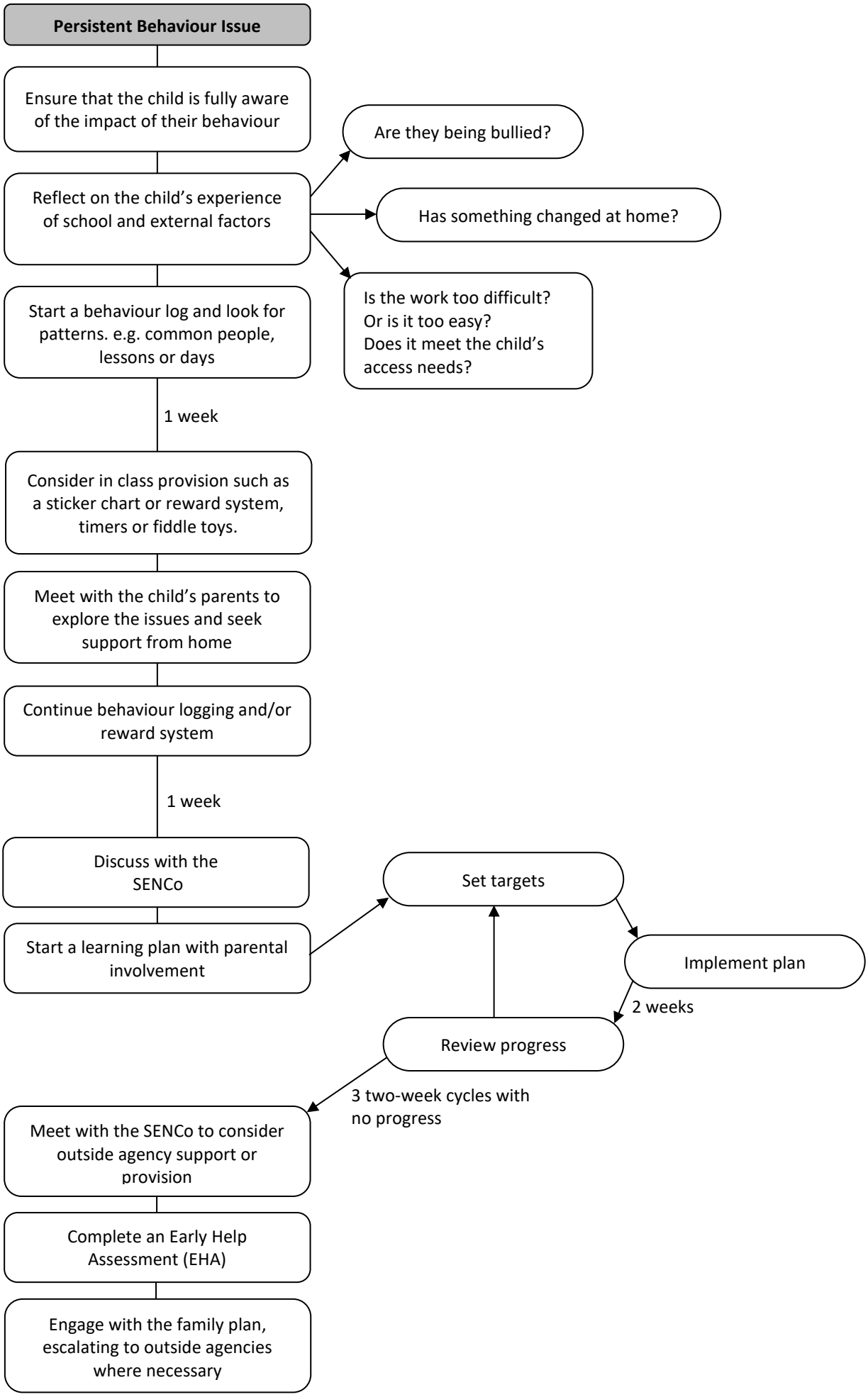
Persistent behaviour issues are often complex and take time to solve. The flow chart on the following page should be used when planning intervention to deal with persistent poor behaviour.

6.9 Record Keeping

All behaviour which requires an educational or protective consequence should be recorded in the school's Bromcom MIS software so that it can be monitored by the Leadership Team and persistent problems identified and tackled.

Class teachers should keep records sufficient to identify persistent behaviour problems.

If a persistent behaviour issue is identified, the behaviour logging sheet given in Appendix 1 should be used.


Persistent Behaviour Issue
Ensure that the child is fully aware of the impact of their behaviour
Reflect on the child's experience of school and external factors
Are they being bullied?
Has something changed at home?
Is the work too difficult?
Or is it too easy?
Does it meet the child's access needs?
Start a behaviour log and look for patterns. e.g. common people, lessons or days
1 week
Consider in class provision such as a sticker chart or reward system, timers or fiddle toys.
Meet with the child's parents to explore the issues and seek support from home
Continue behaviour logging and/or reward system
1 week
Discuss with the SENCo
Start a learning plan with parental involvement
Set targets
Implement plan
2 weeks
Review progress
3 two-week cycles with no progress
Meet with the SENCo to consider outside agency support or provision
Complete an Early Help Assessment (EHA)
Engage with the family plan, escalating to outside agencies where necessary

Appendix 1 – Useful sheets

- Roots and Fruits Plan
- Anxiety Mapping Grid
- Pupil Behaviour Logging Sheet
- Teacher ABCD Behaviour Logging Sheet