



FOWLMEERE PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

AUTUMN 2024

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1.1 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.

1.2 Approval and Review

This policy was approved by the Governing Body in Autumn 2023. It is due for review in the Autumn term 2024.

2 Vision and Values Statement

The school has a therapeutic approach to behaviour management which has been inspired by the Step On training that the school has received in 2019, April 2021 and September 2022 from Cambridgeshire Steps. This policy outlines our purpose, nature and management of behaviour within Fowlmere Primary in line with Cambridgeshire Steps and a therapeutic approach. Our central purpose is concerned with our children's learning and overall well-being, in order to achieve this, we rely on all of our members to behave in certain ways to achieve our purpose.

3 Pro-Social behaviour

Behaviour is everything a person says or does. There is a wide spectrum of behaviour going from pro-social to extreme anti-social behaviour. Our aim is to increase the pro-social behaviour, the behaviour that is positive, helpful and values social acceptance. Behaviour which is characterised by a concern for the rights, feelings and welfare of other people and benefits others or society. In order to do this, we must ensure that:

All adults in school are responsible for promoting pro-social behaviour, we will aim to continuously promote pro-social feelings with our children.

Pro-social behaviours that are valued in school include:

Attentiveness
A sense of right and wrong
Self-respect
Respect for the environment
Working co-operatively and including others
Honesty and trust
Fairness
Self-discipline
Politeness and good manners
A positive attitude to life and learning
Care for their property and that of others

Commitment

Respect for other people, their views, their culture and their work

In order to promote and encourage these behaviours, all adults will:

- spend time every day building positive relationships with **all** children and each other
- send consistent and clear, unambiguous messages about behaviour
- developing a learning environment, and classroom systems and procedures, which actively support pro-social 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
- take into account the individual needs of children
- give reward, feedback and recognition
- Be consistent with their approach
- Model pro-social behaviours
- Use scripts and routines where appropriate
- Ensure positive consequences are given for pro-social behaviour (for example, you can leave the class and go out without an adult as I know I can trust you’

Adults will not:

- belittle or humiliate the children (eg, mimic them, say things such as ‘don’t be such a baby’, use derogatory comments, or sarcasm)
- publicise behaviour by using a ‘behaviour management’ tool where names are moved around according to the child’s behaviour

4 Supporting all Learners

Adults will ensure that all learners are supported according to their needs. They will be equitable in their approach and provide tools and strategies that meet particular children’s needs. For most, this will be within both the parameters of the day to day teaching and learning strategies that are used to promote learning and pro-social behaviour. 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.

‘Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised’. (EYFS 2012)

In every class there will be:

- School rules on display. Be kind; Be respectful; Be a learner – all adults will refer to the rules when promoting pro-social behaviour eg ‘Thank you for being kind’ and refer to them as a reminder when appropriate, eg ‘Remember we are kind’
- A visual timetable- this will be based in a prominent place in the classroom, for some children they may need their own individual timetable to reference. This enables children to know what to expect throughout the school day
- Organised resources which are clearly labelled
- A safe space for a child to go to re-set within the classroom

- Visual learning aids – appropriate to the age and needs of the child
- Regular circle time sessions led by the class teacher to teach pro-social behaviour
- Where needed, specific plans will be in place for specific children- these will be drawn up by the class teacher in conjunction with the SENCO or Headteacher and shared with all staff who work with the child

Break times and lunchtimes all adults will:

- Support all children in their play and lead games where appropriate
- Support children in managing disagreements over a game and model how to resolve disagreements
- Support children who are having an alternative breaktime away from other children without judgement
- Use positive phrasing at all times
- Acknowledge and praise quietly pro-social behaviours
- Allow children take-up time and time to calm down in a quiet space if needed

Adults will not:

- Take away all pleasurable experiences- unless necessary to put a protective consequence in place
- Demand obedience

4.1 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 child and 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.

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.

5 Unsocial behaviour

Unsocial behaviour is behaviour that is defined as quiet non-compliance that does not negatively

impact on other pupils learning. Introverts communicate their feelings through quiet non-compliance. Adults will strive to interpret unsocial behaviour as a communication of negative feelings and differentiate or support.

When a child is displaying quiet non-compliance in learning adults will:

- Use a script – 'I can see you are not doing what is requested. Tell me the problem, I will listen'

- Offer support with the learning 'let me show you again, then we can do one together'
- Offer limited choice 'you can complete your work here, or here'. 'you can complete your learning now or in your own time'
- Give the child take up time 'I'm going to come back in 2 minutes and expect you to have made a start'
- Give praise and recognition once the child has started the task
- Break the task down into manageable chunks for the child eg 'write me two sentences to start with'

Adults will not:

- Do the work for them
- Ignore the behaviour
- Dismiss the child's feelings eg 'I've told you how to do this now get on with it'
- Make unrealistic expectations of the child eg 'I expect that finished in the next five minutes'

When a child is displaying non-compliance outside of the classroom (eg refusing to go somewhere) Adults will:

- Use a script – 'child's name, I can see something has happened, come with me to...., you talk I'll listen'
- Repeat the script, start moving slowly
- Continue to repeat the script, giving positive praise when child starts to move to where they need to be
- Acknowledge any feelings the child is displaying
- Separate the behaviour from the child
- Give the child 'take up time' – time to process the request eg 'You need to come inside, I'm going to give you a minute and when I come back I expect to see you starting to come in'
- Give positive praise where appropriate eg 'Thank you for listening to me, now I need you to....'
- Ensure the child has a fresh start next session/when they return to class
- Welcome a child back to class if they have been out for a period of time
- Use the 'change of face' strategy when necessary

Adults will not:

- Threaten a child – if you don't do this then this will happen
- Bribe a child – if you do this then this will happen
- Get involved in confrontation with the child
- Demand immediate compliance
- Humiliate the child in front of others
- Ignore a child when they have been out for a period of time

6 Anti-social behaviour

Anti-social behaviour is defined as behaviour that is evidenced as difficult or dangerous that causes harm to an individual, a group, the community or the environment.

Anti-social behaviour includes:
Violence and aggression
Hurting feelings
Threatening behaviour
Bullying
Dishonesty
Deliberate disobedience
Discrimination
Lack of respect
Using unacceptable language
Deliberately damaging property
Disrupting teaching and learning
Excluding others
Sending hurtful or offensive messages

Difficult behaviour is behaviour that is anti-social but not dangerous. Difficult behaviour will be acknowledged in terms of context. For example, a child shouting out is difficult within a group teaching activity. Dangerous behaviour is behaviour which is anti-social and will predictably result in imminent injury or harm. Injury is where a mark or bruise is left as a result of the behaviour, or equipment or property has been broken. This includes harm to self or others, damage to property or behaviour that would be defined as criminal if the child were of the age of criminal responsibility, such as racist or homophobic abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking. '

- Where a child's anti-social behaviour is at a level where they are kicking/hitting out at property (eg kicking walls, hitting walls) adults will remind them that we don't do that. 'No thank you, we don't need to kick/hit the walls.' Use of de-escalation script 'Child's name, I can see something has happened, come with me to....., you talk and I'll listen'

Occasionally, a child may 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

This behaviour is at a higher level of anti-social behaviour where the danger is more imminent and someone (including the child) could get hurt requiring first aid; the adult will call for support.

The adult will:

Use the de-escalation script 'Child's name, I can see something has happened, come with me to.....you talk and I'll listen'

The adult will guide the child out of the room using moving mittens or a supportive hug

If behaviour is putting the child or others at immediate risk of harm, the class teacher will remove other children from the area, call for support and if necessary restrictive physical intervention will be used by adults trained to do so. This would be in the form of an elbow tuck.

Restrictive physical intervention will only be used where there is a significant risk of harm and it is in a plan – unless it is an unforeseeable occasion and is reasonable, proportionate and necessary.

All adults will:

- Remain calm and use a quiet calm voice
- Only shout if doing so prevents harm to others
- Support other children who may witness the dangerous behaviour and be scared
- Get support from senior staff where necessary

The adults will not:

- Get involved in confrontation with the child
- Grab, pull or try to physically intervene the child unless they have had specific training and it is part of the plan.
- Raise their voice unless it is a one-off direct command to prevent imminent harm

After an incident of anti-social behaviour, the adult who dealt with it needs to record the incident and inform senior staff. Senior staff will consult as to who contacts the parents, generally the class teacher in the first instance. Parents will be informed, as will parents of any children who may have suffered harm as a result.

The incident will be recorded on My Concern.

6.1 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.
- Early Help Assessment
- Internal exclusion

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

The school does not use detention, however, if a child has failed to complete their learning due to their behaviour, the learning may be sent home to complete.

6.1 Consequences

With all behaviours and actions, there are consequences. Some are for pro-social behaviours and others are for anti-social behaviours.

Consequences will be either educational or protective or, on occasion, both. When anti-social behaviour 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, when 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.

Educational Consequences – designed to teach the child

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

Protective Consequences – the removal of freedom to manage harm

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

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 behaviour displayed by the pupil.

Children who display anti-social behaviours on more than **two** occasions, will have a risk management plan with strategies and consequences specific to that child. This will be developed by the class teacher in conjunction with the Headteacher or SENCO and shared and discussed with the parents and the child.

6.2 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 can we repair relationships?
- Summarise what we have learnt from the incident and how the pupil can identify and 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

6.3 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.

Planning to support the child will be done in consultation with the child at an age-appropriate level and their parents.

6.4 Celebrating pro-social behaviour

All staff should actively note and praise good behaviour throughout the school.

Ways to acknowledge pro-social behaviour

- **Positive praise** – verbal acknowledgement when pro-social behaviour is evident eg ‘Well done for walking through the corridor quietly’, ‘Thank you for letting play with you’, ‘Thank you for showing good manners’
- **Note home** – This can be on a pre-planned format and a short note home to parents stating what the child had done well in that day. This can be placed discretely in the child’s bag or given discretely to the child.
- **Conversation with parents** – informing parents of good behaviour, in person where possible – beginning or end of the day, or via telephone. E-mail as the last resort.
- **Giving additional trust** – permitting children to undertake something because you know they can be trusted eg “you can go to the library alone as I know I can trust you to follow the school rules”.

- **Celebrated in assembly** – Celebrated in a sensitive manner to avoid children feeling awkward, embarrassed or singled out

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.

7.0 Unforeseeable behaviour

Unforeseeable behaviours are behaviours that have not been previously experienced or where the behaviours are so historic that is believed they would not reoccur. Unforeseeable behaviours can occur with different levels of risk.

Low level risk behaviours could be:

- Excessive shouting and swearing, use of inappropriate or offensive language.
The adult will:
Use a script 'Child's name, I can see something has happened, you talk and I will listen'
Remove other children if the perpetrator does not move
Call for additional support
Remain calm and repeat the script and attempt to distract to support the child in calming down
Acknowledge the child's feelings

Medium level risk behaviours could be:

- Child throwing things/overturning furniture in the classroom or outdoors whilst shouting
The adult will:
Remove all other children out of harm's way
Use the script: 'Child's name, I can see something has happened, you talk and I'll listen'
Get additional support
Remain calm and at a safe distance repeating the script and attempt to distract to support the child in calming down
Acknowledge the child's feelings

High Level Risk behaviours could be:

- Child attempting to harm another child by 'fighting' them, hitting out/lashing out.
The adult will:
Instruct the other child to go
Remove/instruct other children to go
Remain calm with the child and use the script: 'Child's name, I can see something has happened, you talk and I'll listen'
Call for additional support
Guide the child away if appropriate
Use restrictive physical intervention if trained to do so and if it is reasonable, proportionate and necessary
Acknowledge the child's feelings

- Child absconding from an activity/school/visit
The adult will:
Remain calm, ensure the other children can be left with someone or report that the child has absconded to senior leaders
Follow the child (not chase) using the script; Child's name, I can see something has happened, come with me to.... You talk and I'll listen'
Remain in contact with school
Use physical intervention if it is reasonable, proportionate or necessary (for example the child is about to run out in front of a vehicle the adult may take hold of the child so they cannot)

Extreme high-risk behaviours

- Child in school with a weapon and threatening to use it
The adult will:
Remain calm
Ensure all other children are out of the way
Call for help
Senior leader to instruct the secretary to contact the parents
Evacuate the building if the child is not contained
Senior leader to instruct calling the Police, if weapon has been used against someone, an ambulance as well
Adult will use the script: 'Child's name, I can see something has happened, you talk and I'll listen'. They will encourage them, from a safe distance to put the weapon down.
If safe to do so, use restrictive physical intervention
Other adults – will remain calm and distract the other children and support them
- Child seriously assaulting an adult or peer in school
The adult will:
Call for help
Remain calm
Senior leaders will call for an ambulance and if appropriate the Police and child's parents
A trained adult will use restrictive physical intervention to prevent further harm
Adults will use script: 'Child's name, I can see something has happened, you talk and I'll listen'

After any occasion which is an unforeseeable behaviour, a risk management plan will be drawn up around the child, in conjunction with their parents and other adults in school in order to support the child and reduce the risk of this behaviour happening again.

8.0. Communicating and Recording within School

All behaviour which requires an educational or protective consequence should be recorded in the school's management information system – BROMCOM so that it can be monitored by the Leadership Team and persistent problems identified and tackled.

Information needs to be shared with colleagues who also work with that child so that all are aware of the issues. When sharing information, it needs to be done via email. The adult who dealt with it needs to write an accurate and factual account. It must not include opinions or judgements. It needs to include what happened before, during and how it ended and what the consequence was/is. The Headteacher needs to be copied into all communication and will make the decision as to who records what where.

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

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

9.0. Communication and Recording with Parents/Carers

Communication needs to be open with parents and carers and they need to be kept informed of how their child is doing in school, this includes behaviour.

If a child is displaying persistently low-level disruptive behaviour (eg calling out, talking while the adult is teaching) the class teacher needs to have a conversation with the parents about this and keep a log within school. (Persistently being at least once a day). It needs to be logged that the conversation has been had.

If a child receives an educational or protective consequence the parents must be informed.

If it is because a child is not completing work and needed to remain in at break time- the class teacher will speak with the parent and log that a conversation has been had.

If a child has behaved in a manner that may cause harm to others and has not been safe so has had to have an alternative play provision put in place – the class teacher will speak with the parent and log that a conversation has been had.

If a child has displayed dangerous anti-social behaviour and a senior leader has been involved – the senior leader will speak with the parent and log that a conversation has been had.

Anything more serious which results in harm, the senior leader/Headteacher will liaise with the parents.

10.0. Exclusions

It is only the Headteacher of a school who can exclude a pupil and this must be on disciplinary grounds. In the absence of the Headteacher, a senior teacher will communicate with the Headteacher in order to support the decision-making process. A pupil may be excluded for one or more fixed periods or permanently.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

If a fixed term exclusion is issued, the school will assess the individual needs of the child and ensure that plans are differentiated prior to the child returning from a fixed term exclusion so there is support in place for the child to minimise risk of anti-social behaviour.

If a child is displaying persistent disruptive behaviour, an assessment of needs will look to see if the appropriate provision is in place for the child to support any Special Educational Needs or disability they may have.

If an exclusion is issued, parents will be notified by telephone in the first instance, followed by a letter from the school which outlines the rights of parents and carers following an exclusion.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the [the 'Suspension and Permanent Exclusion from Maintained Schools'](#) document.

