Behaviour Policy

2023-2024

At Slade Primary, we aim to promote and create a happy, safe, caring, stimulating environment for our school community. We do this through encouraging self-discipline, respectful relationships and an engaging curriculum.

We know and understand that behaviours are a form of communication and usually signal that a child has become dysregulated or has an unmet need. We are committed to teaching appropriate behaviours in the same way as we approach other curriculum areas. We believe that promoting and teaching good behaviour amongst our pupils is the shared responsibility of all those involved in our school community (staff, parents and visitors). We do this together through being excellent role models at all times, working in partnership to provide the best opportunities for our children and demonstrate respect for each other.

We are trauma informed and attachment aware and provide training for our staff that equips them with the knowledge and skills to be able to apply trauma and attachment strategies when working to support behaviour.

Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.
We do this through supporting the children in developing the skills to maintain positive relationships and to resolve conflict/disagreements themselves. We teach the children about how their behaviour or actions may affect others and we then support them to repair the situation. The practice develops empathy in our children and teaches them vital life skills about avoiding and resolving problems independently.

Aims of our behaviour approach
- To develop positive relationships through a restorative approach, which promotes self-esteem, self-discipline and which establishes clear expectations of all members of the school community.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively.
- By creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

We also promote positive behaviour through the use of positive reinforcers.

Marvellous Me
All staff use Marvellous Me to provide children with instant praise. It also allows staff to provide instant feedback to parents who can in turn give the teacher a High 5 in recognition of their child's reward. Staff communicate with parents at least weekly with badges, activities or messages. Marvellous Me Badges cover a very wide range of behaviours and should be used to reward positively and intrinsically, focusing on the effort and process of learning and appropriate behaviours. In line with the school's emphasis on pupils and adults developing a 'growth mindset', Marvellous Me badges are an ideal way to communicate to parents when their children are demonstrating real effort to learn and make better choices.

House point system

Our house point system celebrates positive behaviour that goes above and beyond the expected behaviours. It allows the whole school to work together cohesively and come together for friendly competitions and events across the year. Each child and member of staff is assigned to a house. Each week, House Captains will collect the house points from each class, and the winning house from each class will be announced in assemblies.
At the end of each term, the winning house will receive a group reward such as an external club day, extra play, golden time, pizza party or an activity of the collective group's choice.

Our 4 houses are:

Determination
Respect
Friendship
Positive Mindset

Slade Star of the Week
Each week, two children will be chosen by their class teacher, to receive a Star of the Week certificate during assembly.

Praise Postcards
We recognise, that for praise to be effective it must be specific and timely, so each week teachers will select pupils to receive a postcard home from the Head of School. We believe this is a positive way of reinforcing home school links and promotions pupil's positive behaviour with parents.

Cause and Effect
We recognise that sometimes, childrens behaviour may not be appropriate despite the positive reinforcements and building of intrinsic motivation. Therefore, there are behaviours that sometimes require additional measures that we refer to as cause and effect. These will also involve the facilitation of a restorative conversation.

Link to the 6 Stages of Crisis

BEHAVIOUR	INDICATORS	DE-ESCALATION/DIVERSION
Acceptable Behaviour (Low level)	• Legs swinging • Swinging on chair • Mouth relaxed • Focusses on the teacher • Unnecessary chatter • Shouts out occasionally • Flicks a pencil	Use visual timetables to stay on task. Introduce timers. Re-cap on the lesson to get them started. Tactically ignore. Light touch to show that you've checked in with them.
Progressive Behaviour **Stage 1**	• Facial expression change; eyes dart around the room • Lips/mouth curling • Squeaks/noises • Rocking or tapping • Refusal to co-operate • Losing focus of activity • *(They could be tired/hungry/parental transition)*	Give thumbs up to check all is ok Physical light touch on the shoulder, offer re-assurance Ask them to do a job/tell a joke (distraction) Check the task with them & tell them what you want to see Give some attention or maybe timeout Sit alongside them & re-focus Communicate "Talk & I'll listen" "I can see you're…" Use appropriate humour Display CALM body language Assess the situation & distract/intervene if need be (refer to PHP) Refer to their interests Handle with care Be aware of your physical boundaries, it may trigger them CONNECTION BEFORE CORRECTION (TIME IN)
Behaviour Escalating **Stage 3**	• Picking up objects that could be used as weapons • Persistent noises • Shouts 'no' if asked to stop • Finger points	Move objects or items that may be thrown Guide elbows safely to corridor – let's take a break Remove audience

	• Opportunity to sneakily hurt others • Red in the face • Pacing or begin walking around the room • Adopting aggressive body posture • Breaking minor rules • Defiant "You can't make me"	State desired behaviours you're looking for clearly but keep scripts short, brief Offer alternatives, give choices Try transitioning to non -structured activities Assess the situation – distract/divert if need be Reminder of the boundaries Consider making the environment safer if need be Re-direct to another area like the Sensory room Offer physical or verbal prompts
Behaviours that challenge/Crisis **Stage 4**	• Shouting & screaming • Crying • Head banging/slapping/punching themselves • Long guttural growls • Heavy Breathing • Running around the room • Kicking tables & chairs over • Throwing objects • Hurting others • Climbing trees • Moving towards danger	Be aware of anxiety levels & triggers in the room Be aware of other children heightened in the room Remove the audience Move objects or items that may be thrown, make the environment safer Guide assertively – hold or restrain if necessary Signal for help Use Help Protocol to save face by changing Use little or no verbal Soothing tones, CALM body language (refer to Mehrubian model) Caring scripts (I'm not holding you because it's a discipline, it's to keep you safe & I care" "We can sort this together") NEVER say "CALM DOWN"
Recovery **Stage 4**	• Easy to get confused with anxiety • Young children just burst into tears • Sits quietly, hunched • Holding themselves • Mutters or chunters • Some may stay heightened longer • They can get hot, bothered, flustered	Support & monitor *(they can loop back)* Not a good time to touch as this could provoke a reversion back to crisis Give space & time & reassurance Don't bombard with questions Insulate from other sources of frustration Look for signs that the pupil is ready to communicate Breathing/om/crystals/Hold reinforcers Change of face
Depression **Stage 5**	• Depression can be manifested in many ways • Hides head, may feel embarrassed & wants no interaction • Previous trauma may come into play	Support previous trauma, check history Observe Check ok Give space & time
Restoration **Stage 6** *Embed this stage well. It may prevent the situation arising again*	• When signs show that everyone is ready • Pupil is showing willingness to talk again	Support & Monitor Don't rush it Don't force it Restore relationships (don't take things personally. Remember, you may also need time on your own to vent) Reflect on what happened Re-assure Monitor

		What happened? /How did it make you feel? Restorative Justice Social Stories/ comic strips/visuals Maybe a game Emotional Literacy BE PART OF THE SOLUTION NOT THE PROBLEM

All staff, where possible will try to address undesirable behaviour using the 6 stages of crisis format. They will issue discreet warnings to attempt to realign unwanted behaviour and a 'time in' where necessary. The teacher will ask the child to come and sit close to them, away from the area that the undesirable behaviour is taking place. During this time the teachers aim is to address the unwanted behaviour in a discreet and calm way. The 'time in' allows the pupil to self-regulate using the teacher's presence to co-regulate their feelings and emotions. The 'time in' attempts to realign behaviour that is conducive to effective behaviour for learning.

If the behaviour then persists, staff may have to ask the pupil to take some time out of the classroom appropriate to their age (Between 5 and 10 minutes).The pupil will be asked to consider further how their behaviour will impact on themselves and their classroom environment during this time. They will use a reflection 'Time out' sheet to complete during this time.

If the pupil's behaviour continues to be dysregulated, the class teacher may contact the schools Pastoral Team for assistance.

In the event this does not prove to be effective, then staff will inform the pupil that they will have to miss their break or part of their lunch so that a restorative conversation may take place as a further attempt to address dysregulated behaviour.

Parents will be continuously informed of any ongoing behaviour concerns by the class teachers. Where a need for 3 restorative conversations for a pupil arises, parents will be notified.

If all efforts from both the teachers and the Pastoral Team prove to be ineffective, then Assistant Head teachers will meet with the pupil and parents to further discuss the concerns. Together they will agree on a plan moving forward and expectations of behaviour in school.

If still, the behaviour continues, the Assistant Head teachers will raise their concerns with the Head of School who will then also meet with the pupil and parents to discuss their concerns, expectations and possible outcomes moving forward.

In the event a pupil uses homophobic language, physically assaults another pupil or member of staff and/or verbally assaults another pupil or member of staff, this will escalate straight to SLT.

<u>Positive handling</u>
To fulfil our duty of care to prevent harm, positive handling may happen as a last resort in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

1) Cause personal injury to, or damage to the property of, any person (including the pupil themselves)

2)Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for positive handling is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent.

Many staff on roll have attended Positive Handling training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property. It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved.

Rights Respecting School Award

We are a Silver Rights Respecting school. This means we teach all children the rights they are entitled to according to the United Convention on The Rights of The Child. All children have decided on the rights most important to them for personalised class charters. The class charters are an agreement between the children and the Teachers and Teaching Assistants on how they can achieve their rights in school every day. These class charters have replaced 'class rules' and are referred to regularly by Teachers. There are two articles that are particularly relevant to this behaviour policy, they are **Article 28 'right to education'** every child has a right to education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries to achieve this. **Article 29 'goals of education'** education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Alongside the class charters, the children have a set of 'rights and responsibilities' that they are expected to follow. These clearly set out the classroom expectations of each pupil:

Classroom Expectations

Rights and Responsibilities

I have the right to be heard.
I have a responsibility to listen to others.

I have the right to express my views freely.
I have a responsibility to respect the viewpoint of others.

I have the right to an education.
I have a responsibility to ensure I do not disturb others learning.

I have a right to be treated with respect.
I have a responsibility to treat others with respect.

I have a right to be safe.
I have a responsibility to ensure that I am being safe within the classroom.

We have high expectations for all children's behaviour, and these are also shared with pupils through our expectations posters that they see around school and are referred to by all staff.

Assembly Expectations	Corridor Expectations	Lunchtime Expectations	Library Expectations
We line up in single file.	We line up in single file.	We line up in single file.	We are quiet when using the library.
We walk into the hall silently and we are directed by our teacher.	We walk in the corridors.	We ask for our food politely and say thank you	We handle books with care.
We sit cross-legged, facing forward.	We walk on the left-hand side of stairs and corridors.	We walk quietly and carefully with our trays to a table.	We place books back on the shelves where we found them.
We listen carefully to the person leading the assembly.	We are quiet and respectful as we walk around school.	We eat our dinner using the correct cutlery.	We scan our library card and book before borrowing a book.
We share our thoughts and ideas when asked by putting our hand up.	We are quiet and patient when we collect our things from our lockers.	We use quiet indoor voices to talk to our friends.	We return books we have borrowed.
We are respectful of others' views.	We hold doors open for each other and we use our manners.	We put up our hand if we need help from an adult and we use our manners.	We keep our library tidy.

Exclusions and Suspensions

Where there is a serious breach of the school rules and behaviour expectations, it can result in a suspension or exclusion.

Please refer to the ATLP Suspensions & Exclusions policy: https://atlp.org.uk/files/2023/02/Suspensions-and-Exclusions-Policy-v4.pdf#suspensions-and-exclusions-policy/

Slade Primary School
Whole School Approach to Supporting Pupil Behaviour

The flowchart below aims to support staff to help children improve their social and emotional development and wellbeing. A child friendly version of this flowchart is displayed in each classroom and shared working space for the staff and children to refer to.

All staff, where possible will try to address undesirable behaviour using the 6 stages of crisis format. Initially they will issue two discreet warnings to attempt to realign unwanted behaviour.

If the unwanted behaviour persists the teacher will ask the child to come and sit close to them, away from the area that the undesirable behaviour is taking place. During this time the teachers aim is to address the unwanted behaviour in a discreet and calm way. The 'time in' allows the pupil to self-regulate using the teacher's presence to co-regulate their feelings and emotions. The 'time in' attempts to realign behaviour that is conducive to effective behaviour for learning.

If the behaviour then persists, staff may have to ask the pupil to take some time out of the classroom appropriate to their age (Between 5 and 10 minutes). The pupil will be asked to consider further how their behaviour will impact on themselves and their classroom environment during this time. They will use a reflection 'Time out' sheet to complete during this time.

In the event this does not prove to be effective, then staff will inform the pupil that they will have to miss their break or part of their lunch so that a restorative conversation may take place as a further attempt to address dysregulated behaviour.

If the pupil's behaviour continues to be dysregulated, the class teacher may contact the schools Pastoral Team for assistance.

If all efforts from both the teachers and the Pastoral Team prove to be ineffective, then Assistant Head teachers will meet with the pupil and parents to further discuss the concerns. Together they will agree on a plan moving forward and expectations of behaviour in school.

If the behaviour continues, the Assistant Head teachers will raise their concerns with the Head of School who will then also meet with the pupil and parents to discuss their concerns, expectations and possible outcomes moving forward.

Parents will be continuously informed of any ongoing behaviour concerns by the class teachers. Where a need for 3 restorative conversations for a pupil arises, parents will be notified.	In the event a pupil uses homophobic language, physically assaults another pupil ormember of staff and/or verbally assaults another pupil or member of staff, this will escalate straight to SLT.