

Behaviour Policy

St Mary's CE Infant School

Together we love to learn and learn to love.
'Do everything in love' 1 Corinthians 16:14



The Batt CE Primary School

Love Everyone, Love the Adventure of Learning
'Love your neighbour, as you love yourself' Luke 10:27



Approved by:	Joint Local Governing Body
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A consistent behaviour policy provides security for children and enhances the self-esteem of everyone in the school, thus increasing the equal opportunities for personal development and effective learning. Staff will always be explicit about the school's expectations of behaviour.

School staff are asked to remember: "I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized." — **Haim G. Ginott**

1. Our Vision

St Mary's CE Infants and the Batt CE Primary Schools are school founded on Christian principles whose mission and aims are rooted in the values of the Christian faith and the central Christian value of Love. Our vision is for St Mary's CE Infants and The Batt CE Primary Schools to be centres of excellence in which all are treated with mutual respect and enjoy a sense of personal fulfilment, embodying our schools' vision and values and ensuring best possible outcomes for all children.

We recognise that high standards are best promoted when staff, children and parents have a shared understanding and work in partnership.

2. Our Principles and Aims

At St Mary's CE Infant and The Batt CE Schools;

- Every child and adult embodies the school values and Christian principles.
- Every child has a right to access effective teaching and learning, to be listened to, valued and feel safe.
- The fundamental approach is positive, rewarding good behaviour, increasing self-esteem and encouraging mutual respect.
- There is a whole school, consistent approach to discipline with a clear code of conduct.

We are committed to;

- Reinforcing positive behaviours, promoting self discipline and self esteem
- Teaching appropriate behaviour through positive and restorative interventions
- Ensuring equality and fair treatment for all
- Providing a safe learning environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging and developing positive relationships with children, parents and carers
- Safeguarding all adults and children

3. Implementation

Our Expectations:

- **Ready**
- **Respectful**
- **Safe**

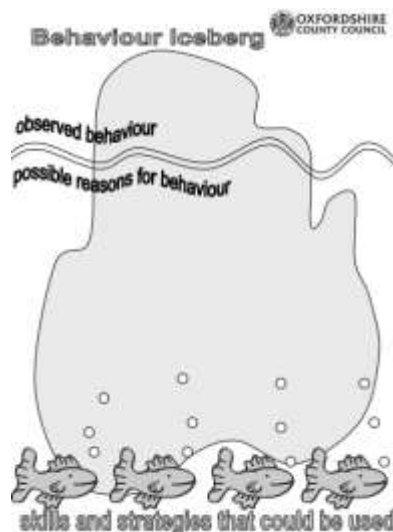
We aim to provide clear boundaries with consistent vocabulary. The children are explicitly taught what our school expectations mean and they are regularly referred to by all staff throughout the school day and during restorative conversations.

‘Ready’ means we are ready to learn and try our best, demonstrated in our behaviours and preparedness for learning.

‘Respectful’ means we respect the ideas and beliefs of others, we listen when others speak, show respect to others, our school, our property and our school rules.

‘Safe’ means we follow instructions to keep ourselves and others safe, we move around school safely, use equipment in a safe manner and keep ourselves safe online.

We have a shared understanding that children cannot be made to behave by being made to feel less good about themselves. Children’s behaviour stems from their feelings, so therefore we need to understand the reasons for their behaviour in order to support them. The Behaviour Iceberg is a useful way to think about this:



Observed behaviour is what we see, for example refusal to follow instructions or aggression.

Possible reasons for behaviour could be children thinking or feeling: Am I safe? Am I loved? Can I do things for myself? Am I capable? Am I nourished? Do I have power? Do I Belong? Am I respected? Am I secure? Am I included? Am I understood? Do I matter? Are my thoughts valued? Feeling confused. Feeling loved. Feeling satisfied. Feeling detached. Feeling secure. Feeling sad. Feeling angry. Feeling joyful.

Skills and strategies that could be used are how we support the child. This could be labelling feelings and the use of Zones of Regulation, restorative conversations, praise, modelling positive interactions, 1:1 or small group support, liaising with parents, Inclusion Plans and use of external agencies.

4. Rewarding and Promoting Positive Behaviour

It is essential that staff refer to our school expectations frequently and reinforce them through praise and rewards. We aim to develop a positive praise attitude. There are many ways that staff can achieve this on a day to day basis.

Ultimately we want children to be motivated intrinsically and be satisfied with the inner sense of wellbeing that comes from presenting good behaviour. However, many children need interim steps towards this in the form of tangible rewards to recognise all forms of social and academic achievement.

At The Batt School, reward systems are consistent across the school and include:

- Verbal and written praise
- House points
- House reward afternoons for the winning house
- Golden Certificates given out in our Celebration Assembly and celebrated in our weekly newsletter to parents
- Values Awards given out in our Celebration Assembly in recognition of behaviour which embodies our Christian values
- Out of school achievements celebrated in our Celebration Assembly and weekly newsletters
- A visit to members of the Senior Leadership Team with work

Our school vision and values are discussed during Collective Worship and encourage positive behaviour. The PSHE scheme, Jigsaw, and other opportunities for discussion are used throughout the school to:

- raise self esteem;
- reflect on attitudes and behaviour;
- develop social interaction;
- foster good relationships.

5. Supporting children who display challenging behaviour

At St Mary's CE Infant and The Batt CE Primary Schools, we believe all children have a right to learn. The following flow chart is followed consistently in all classrooms. The consistent vocabulary of 'Ready, Respectful, Safe' helps to reinforce these expectations.

Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
Questioning or refusing instructions, shouting out, being disrespectful, excluding others	Kicking, hitting Fighting Damage to property Spitting, biting Swearing	Bullying Repetitive intentional hurting (physical and emotional) Intentional vandalism Creating unsafe environment for self and/or others On-going persistent level 2 behaviours, despite support

		individual behaviour support plan
Reminder of expectations	Dealt with by senior member of staff	Dealt with by senior member of staff
Reflection time in class	Reflection time with senior member of staff	Separated from rest of school and parents contacted immediately by senior leader
Work completed in a different classroom	Work completed with senior member of staff	
		Possible risk of suspension Engagement of external support services
Time to repair	Time to repair	
		Suspension
	Recorded and same day contact made with parents	
	Persistent Level 2 Behaviours Parent meeting with senior leader	Time to repair
		Possible alternative provision put in place
	Behaviour support plan put in place	

Staff at St Mary's and The Batt Schoos view behaviour as a way of communicating needs or wants in response to the school environment. Behaviour allows communication 'beyond words'. When a child is persistently struggling to behave or self-regulate, we view their behaviour as trying to express something that is difficult to communicate with speech. We recognise that heightened anxiety or stress is a major contributing factor to persistent poor behaviour. This could be misconceived as a reluctance to conform or adhere to rules and expectations.

Each child has their own set of sensory sensitivities and it's important to be aware of these – if sensory needs are not being met, this may lead to an explosion of emotion – often in the physical form, screaming, crying and aggression. In moments of heightened anxiety, the ability to process information and communicate effectively is reduced.

Therefore, if a child is struggling to regulate their behaviour, we aim to put in place strategies and support to enable them to learn, socialise and regulate successfully. All staff and governors have agreed the following:

- We foster a nurturing and positive approach to ensure that children feel safe and valued at school. We use a non-confrontational approach to children. All staff will try to ensure that no child is placed in an emotional situation where they have few options left to them but to crumple or flare up.
- Sometimes, children need time to respond to instructions, particularly when they have heightened emotions. It is up to the adult to model withdrawal from conflict and allow the child 'take up time' in order to enable de-escalation.

- Children will be taught strategies for self-regulation during whole-class PSHE lessons as well as having this approach modelled to them in their day to day school life. Our school uses 'Zones of Regulation' as a medium to teach and model this.
- Children will be given tools and space to enable them to self or co-regulate, such as accessing a Calming Corner or through the use of movement breaks.
- Children who have persistent difficulties with self-regulation will be discussed with the senior leadership team or SENCO and a Behaviour Success Support Plan will be drawn up identifying triggers to difficult situations as well as strategies to support this. The focus of these plans is to catch any signs of a child's potential distress quickly, in order to prevent escalation in the first place. These will be shared with parents and staff and reviewed regularly and at least annually to celebrate success and identify changes to support that may need to be applied.
- When a lesson is being disrupted significantly and children become unsafe, the class should be taken by an adult to a separate area, leaving the child to be supported in the class.
- Positive handling (physical intervention) will only be used as a last resort, if the child or others are unsafe.

6. Restorative conversations

Modelling a restorative conversation is an important way to support children with understanding and taking responsibility for their actions, as well as navigating turn-taking and negotiation. A narrative approach can build responsibility, empathy, self-awareness and support children with emotional regulation. It is important to ensure both the child and the adult are calm before a conversation takes place. Research shows that it can take up to 90 minutes for the brain to biochemically regulate itself after a significant incident. Starting a repair conversation too soon can 'emotionally hijack' the child.

What to do

Describe what happened factually.

Name and explain the feelings of the child which led to the behaviour.

Explain the consequences - how did it make the other child feel?

Support the child in understanding and recognising the feelings of the other child.

Invite the child to 'put things right', modelling suggestions if necessary.

Ask/teach an alternative to the behaviour, and model if necessary (depending on developmental stage of the child).

All members of staff, including lunchtime supervisors, will have the following restorative questions:

Quick Restorative Enquiry

What happened?

What were you thinking when it happened?

... and how were you feeling?

How are you feeling now?

Who else has been affected?

What has been the hardest thing for you?

What do you need to feel better?

What needs to happen to put things right / fix it up?

7. Use of positive handling

Staff at St Mary's CE Infant and The Batt CE Primary Schools will not employ physical interventions with a child unless the safety of the child or of other children/adults is threatened. A child will only be restrained as a last resort and if the child is a danger to themselves, other children or an adult. Positive handling guidance will be followed, and any physical intervention will be reported and recorded appropriately. All members of school staff have a legal power to use reasonable force, however it is preferable for a member of staff who is Team Teach trained to do this. Reasonable force can be used to prevent pupils from hurting themselves or others, from

damaging property, or from causing disorder. Team Teach techniques focus first on de-escalating a situation if possible and then seek to avoid injury to the child where positive handling is still required. It is therefore possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the child remains safe.

Parents will be actively involved in supporting their child and the school throughout this process. If needed the school will use the Local Authority guidance and the school's Suspension and Exclusions Policy with regard to suspension and exclusion from school.

These levels of behaviour provide guidance and do not provide a course of action for every eventuality. It therefore relies on the professionalism, common sense and initiative of people implementing it. It is not the school's practice to place children outside of the classroom unless agreed as a strategy within a child's Behaviour Success Support Plan.

8. Bullying

Bullying is an unacceptable behaviour and will not be tolerated. If it does occur, incidents are dealt with promptly and effectively, and will involve the child, parent/carers, and members of the Senior Leadership Team. Records will be kept of any bullying incidents, and these will be accessible as the child moves up through the school. Further information can be found in our Anti-Bullying Policy.

The definition of bullying is where one person is exhibiting power over another persistently and has three things in common:

- Deliberately hurtful behaviour
- It is repeated often over a period of times
- It is difficult for the recipient to defend themselves.

Bullying is **not**:

- One-off incidents of unkind or unsafe behaviour
- Mutual conflict - a disagreement or argument
- An expression of unpleasant thoughts or feelings about someone

9. SEN and Equal Opportunities

We recognise that SEND and SEMH difficulties may mean that children exhibit challenging behaviours as a result and that national guidance suggests schools must use their 'best endeavours' to ensure the appropriate provision is made for pupils with SEN, including support in relation to behaviour management. The school will always consider whether the displayed behaviour is an indicator that the child's educational, or other needs are not being met. If this is the case, the involvement of the SENCO and external advisors will be sought. This may include Behaviour Support, SSENS, Educational Psychologist, Virtual Schools and Counselling/Therapy services. In this instance, the school will consider whether a multi-agency assessment of the child's behaviour would be beneficial.

10. Suspension and Exclusion

At St Mary's CE Infant and The Batt CE Primary Schools, suspension or exclusion is seen as a last resort, after all other attempts to modify behaviour have failed.

A decision to suspend or exclude a pupil will be taken only:

In response to serious or persistent breaches of the school's behaviour policy, and

If allowing the pupil to remain in school would seriously harm the education or welfare of others

Decisions on suspension or permanent exclusion are made by the Executive Headteacher and further details can be found in our Suspensions and Exclusions Policy.

11. Links with other policies and documents

This policy links to the following documents:

- Anti-Bullying policy
- Positive Handling Guidance
- ODST Behaviour Principles
- Suspension and Permanent Exclusion Policy
- KCSIE



At our school

We are **ready** to learn.

We are **respectful** to each other
and our school.

We keep ourselves **safe** in and
out of school and on line.

We are
Ready, Respectful, Safe



Appendix 2

Managing In-Class Incidents Flowchart

Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
Questioning or refusing instructions, shouting out, being disrespectful, excluding others	Kicking, hitting Fighting Damage to property Spitting, biting Swearing	Bullying Repetitive intentional hurting (physical and emotional) Intentional vandalism Creating unsafe environment for self and/or others On-going persistent level 2 behaviours, despite support individual behaviour support plan
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Reminder of expectations	Dealt with by senior member of staff	Dealt with by senior member of staff
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Reflection time in class	Reflection time with senior member of staff	Separated from rest of school and parents contacted immediately by senior leader
Work completed in a different classroom	Work completed with senior member of staff	↓
↓	↓	Possible risk of suspension Engagement of external support services
Time to repair	Time to repair	↓
↓	↓	Suspension
↓	Recorded and same day contact made with parents	↓
↓	Persistent Level 2 Behaviours Parent meeting with senior leader	Time to repair
↓	↓	↓
↓	↓	Possible alternative provision put in place
↓	Behaviour support plan put in place	↓

Appendix 3

Restorative Conversation questions

Quick Restorative Enquiry

What happened?

What were you thinking when it happened?

... and how were you feeling?

How are you feeling now?

Who else has been affected?

What has been the hardest thing for you?

What do you need to feel better?

What needs to happen to put things right / fix it up?