



St Erme with Trispen Primary School

Behaviour Policy

January 2020

St Erme with Trispen 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. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

At St Erme with Trispen we aim to:

- Provide a safe, comfortable and caring environment where the best possible learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Promote, encourage and celebrate positive relationships and exemplary behaviour with school
- Act as a positive role model – using calm voices and positive body language, respecting every child
- Greet children in a welcoming, positive way – smile
- Demonstrate a **calm and caring** attitude to **ALL** children
- Provide positive praise for children who are following the school rules of **Ready, Respectful and Safe**
- Actively recognise children who are going **"Over and Above"** and who follow our **Relentless Routines**
- Follow our **Stepped Sanctions** and using the **Microscripts** to support these
- Use **Reflection time** and **Restorative Conversations**
- Use de-escalation strategies and emotion coaching

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, messages home and rewards systems
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers and the wider staff in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently recognise children doing the right thing and praise them in front of others
- Know their children well and develop positive relationships with all learners
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

St Erme with Trispen's School principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

St Erme with Trispen school has three simple rules; **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly and is summarised in our **St Erme Behaviour Blueprint**, Appendix A

We also understand that for some children following our behaviour expectations can be beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which include clear strategies to promote and reinforce positive behaviour.

This might include:

- An individual behaviour flow chart
- One to one intervention
- IEP to support behaviour strategies

EYFS

In EYFS we recognise that younger children are learning how to behave in school and might need a slightly different approach within the classroom until they get used to the whole school policy.

As a result of this, EYFS children will have a simple behaviour ladder which they are moved up to reflect positive behaviour and moved down as a sanction for displaying incorrect behaviour.

Children are also rewarded with raffle tickets as in the rest of the school to support our positive behaviour strategy.

As with the rest of the school children with specific behavioural needs will have a bespoke **Behaviour Plan** and **Behaviour Map** that can be found in *Appendix C*.

Our Rules	Visible Consistencies
<ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe 	<ol style="list-style-type: none"> 1. Greeting children in a welcoming way 2. Acting as a positive role model. 3. Calm and caring towards all children. 4. Positive praise linked to our school rules
Relentless routines	Over and Above Recognition
<ol style="list-style-type: none"> 1. Good manners at all times 2. Fantastic walking 3. Super sitting 4. Line up in agreed order 	<ol style="list-style-type: none"> 1. Positive, public praise 2. Raffle tickets 3. Whole class reward system 4. Star of the week 5. Head teacher top table 6. Positive feedback to parents

Stepped sanctions – calm approach, use the child's name, child level (if possible), eye contact, deliver message		
Stage 1 Reminder	Positive reminder/ reinforcement	<p>Remind the child that you have faith in them and their abilities. Smile at them. Make them feel valued.</p> <p><i>I noticed you chose to (noticed behaviour)</i> <i>This is a REMINDER that we need to be (Ready, Respectful, Safe)</i> <i>You now have the chance to make a better choice</i> <i>Thank you for listening</i></p> <p><i>Example - 'I notice that you're running. That is not following our school rule of being safe. Please walk. Thank you for listening.'</i></p>
Stage 2 Caution	De-escalation	<p>Sit and support the child/provide further challenge/swap seats/give them a job to complete.</p> <p><i>I noticed you chose to (noticed behaviour)</i> <i>This is the second time I have spoken to you.</i> <i>I know that you can behave better than this, please show that to me now.</i></p> <p><i>Example – "I have noticed that you keep shouting out in the lesson. You are not following our school rule of being respectful. As this is the second time I have spoken to you I am giving you a caution. I know that you can behave much better than this, please make a good choice and show me that behaviour now."</i></p>
Stage 3 Last Chance	Quiet supportive chat	<p>Take the child outside/to one side so it is private. Tell them you care about them and their learning and you want to help them do their best. Discuss what they should do next to move forward.</p> <p><i>I noticed you chose to (noticed behaviour)</i> <i>This is the last time I will speak to you about it.</i> <i>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name),</i> <i>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</i></p> <p><i>Example - 'I have noticed you are not ready to do your work. You are not following the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p>
Stage 4 Time out	Reflection Time	<p>Child to sit outside the classroom/in another room and reflect on their behaviour. Follow with a restorative conversation.</p> <p><i>I noticed you chose to (noticed behaviour)</i> <i>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</i> <i>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</i> <i>I will speak to you in two minutes</i></p>

		<i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You now need to choose to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i>
Restorative conversation		<ol style="list-style-type: none"> 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 have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?
Stage 5 Parents/carers	Communication with parents	Arrange a same day phone call or meeting if behaviour continues/ a serious incident has happened.

De-escalation strategies can be found in Appendix B

Sanctions:

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

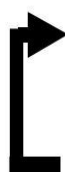
Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

At St Erme with Trispen Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged on CPOMS at the staff member's discretion and shared with the SLT and other relevant members of staff.

BEHAVIOUR PATHWAY

- 
- Reminder
 - Warning
 - Last chance
 - Time Out – this may involve moving tables or to another room or different part of school
 - Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

- Sent to SLT/DHT/HT
- Parents phoned
- Parents called to school
- Seclusion
- Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke **Behaviour Plan** and **Behaviour Map** that can be found in *Appendix C*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

Trained staff are:

- Mr Wigham
- Mrs Love

The school will record all serious behaviour incidents on CPOMS and any restraints in the Positive Handling book, which is kept in the school office.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include seclusion with a member of the SLT or Headteacher for an agreed period of time.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At St Erme with Trispen Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our **Physical intervention and use of reasonable force Policy** (Appendix D) and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child. However physical intervention may be needed in certain situations. Below are some example of this.

Example 1

Reasonable force may be used when a child is in danger of hurting another child through physical aggression. An adult might step in-between two children to prevent injury to one or both of them. If this action is not sufficient then an adult may use further physical force to move a child away from the situation to prevent injury to themselves or others while waiting for a team teach member of staff to attend.

Example 2

Reasonable force may be used if a child is trying to leave the school building or grounds when they have been asked not to. Reasonable force would be used to keep the child within school for their own safety and to prevent them running into the carpark or out onto the road. This situation might occur if a child is reluctant to come to school or stay in school once their parent or carer has left.

Example 3

If a child is attacking a member of staff for any reason, the member of staff under attack and/or members of staff who have witnessed this could use reasonable force to defend themselves or their colleague until a member of team teach trained staff is able to attend the incident.

All staff should report incidents directly to the SLT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom should they need to. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed-term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Parent and Carer support

School will offer parent and carers support when dealing with challenging behaviour through:

- Open communication with parents and carers to support individual children's behaviour needs
- Share incidents of both positive and negative with parents that happen within the school day.
- Share behaviour plans and risk assessments for individual children to help support their needs
- Keep parents and carers up to date with children's behaviour and progress towards any behaviour targets set.
- Signpost parents and carers towards outside agencies that might be able to support children's behavioural needs both within school and at home.
- Make and support with applications for assessments and support with outside agencies.
- Keep parents and carers up to date with progress towards any assessment being made.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

At St Erme with Trispen School our Behaviour Blueprint is built on a clear, shared understanding between children, teaching staff, support staff, parents, carers and governors.

We provide a consistent, stable and positive environment for all pupils by promoting, encouraging and celebrating positive relationships and exemplary behaviours within our school.

Visible adult consistencies

1. Greeting children in a welcoming way.
2. Acting as a positive role model.
3. Calm and caring.

Our rules...

Ready
Respectful
Safe

Over and Above

1. Positive, public praise
2. Raffle tickets
3. Whole class reward system
4. Star of the week
5. Headteacher top table
6. Positive feedback to parents

Relentless Routines

1. Good manners at all times
2. Fantastic walking
3. Super sitting
4. Line up in agreed order

Stage 1 Reminder	Positive reminder/ reinforcement	Remind the child that you have faith in them and their abilities. Smile at them. Make them feel valued.
Stage 2 Caution	De-escalation	Sit and support the child/provide further challenge/swap seats/give them a job to complete.
Stage 3 Last Chance	Quiet supportive chat	Take the child outside/to one side so it is private. Tell them you care about them and their learning and you want to help them do their best. Discuss what they should do next to move forward.
Stage 4 Time out	Reflection Time	Child to sit outside the classroom/in another room and reflect on their behaviour. Follow with a restorative conversation.
Stage 5 Parents/carers	Communication with parents	Arrange a same day phone call or meeting if behaviour continues/ a serious incident has happened.

Micro-script

30 second scripted intervention

- **I have noticed that** you are... (chatting, running, not focused on you work.
- **You are not following our rule** of being...
Ready, Respectful, Safe.
- **Earlier/yesterday I saw you** (working hard, walking sensibly, refer to previous positive behaviour) so I know you can do it. Let me see that now.
- **Because of the choice you have made** I am giving you a reminder, caution, last chance...
- **See me for 2 minutes** after class.
- **Thank you for listening...** then give the child some **take up time**.

Restorative Conversations

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Appendix B – De-escalation skills

De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			

Any medical conditions to be taken into account before using Physical interventions?			
De-escalation skills			
Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

Appendix C – Behaviour Plan and Behaviour Map

Behaviour Plan Pupil name:	Class:	Year Group:
Date of birth:	Medical conditions/needs:	
Date plan starts:	Staff working with the pupil:	
Date of next review:		
Challenging behaviour <i>What does it look like?</i> <i>What triggers it?</i>	Targets <i>What are we working towards?</i> <i>How do we get there?</i>	
Strategies for positive behaviour <i>How do we maintain positive behavior?</i> <ul style="list-style-type: none"> <i>Phrases to use</i> <i>Rewards, motivators</i> 	Early warning signs <i>How do we prevent an incident?</i> <ul style="list-style-type: none"> <i>What to look out for</i> <i>How to respond (reminders, alternative environment)</i> 	
Reactive strategies <i>How do we diffuse the situation?</i> <ul style="list-style-type: none"> <i>What to do and what not to do</i> <i>Phrases to use</i> <i>Calming techniques</i> <i>At what stage should another member of staff be informed? Who should this be?</i>	Support after an incident <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>	
Agreement:		
Parent name	Staff name	
Parent signature	Staff signature	
Date	Date	

Behaviour Plan Pupil name:		Class:	Year Group:
Skills and talents	Achievements		
Likes	Dislikes		

(Child's name) Behaviour Map

I have read this behaviour map and understand that these actions may be taken to keep my child and others safe.

Parent/Carer Signature

Child joins in with the other children and completes task to the best of their ability.	Child appears to be complying. Their level of disruption with in the class room has increased. E.g. calling out, not listening, distracting others. Specific to the child.	Child refuses to comply with adult requests. Actions may include: <ul style="list-style-type: none"> Ignoring instructions Refusing to do as asked Saying "No" to an adults request. Other actions specific to the child. 	Child may have specific behaviours they exhibit when in this stage. E.g. throwing a pencil or other equipment.	Child is in heightened state and has "flipped their lid". E.g. Physical aggression to staff and children.	Pushing over and throwing furniture. Destroying school or others property. Trying to abscond from school.	Follow up procedure
			E.g. Pushing their work onto the floor			
			E.g. Intimidate or threaten others			Consequences from incident implemented as close to the incident as possible. Sanctions will be decided in conjunction with SLT and may include internal exclusion or fixed term exclusion, depending on the facts of the incident.
Remind child of expectations. Praise <u>Child's actions</u> rather than them as a person. E.g. "You've worked really hard" rather than "you've been good". Record behaviour for VFF.	Offer child a prompt and support. Use additional adult to offer a support. E.g. Support with the task. A sensory break/view VFF.	An alternative <u>adult</u> 'tags' supporting adult and offers child a choice about how they would like to take part in the activity, e.g. "Do you want to work at the table with everyone else or work on the floor/ at the <u>work station</u> with me?" Allow take up time with sensory <u>items</u> .	Guide child to a safe and quiet space outside of the classroom. The adult supporting child should give them time to self-regulate. Staff <u>use time</u> to reflect on situation. Resources might be used to help calm the child or distract them from the situations. Child could be encouraged to complete the work outside of the classroom. When calm, try and integrate the child back into the classroom.	Radio Team Teach/SLT for assistance. One adult will attend to tag the member of staff who has been hurt (if appropriate) and another will debrief adult to gain facts. At this point physical intervention may be needed and appropriate Team Teach adults will be used to hold the child safely.	Incident recorded on CPOMS. Team Teach records updated. Parents/Carers informed. Staff debrief – reflect.	

Appendix D - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMs and any restraints using the Team Teach book, which is kept securely in the school office.