Behaviour Policy

Lionel Walden Primary School

Updated:
September 2022

Review Date:
September 2023

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Section 1: Vision and Values

The purpose of this policy is to ensure a whole school approach to high expectations for a positive, therapeutic, restorative and effective approach to behaviour management that reflects the values and principles that we consider important for our school.
Our therapeutic approach to behaviour management has been inspired by the Step On training we received from the Cambridgeshire SEND Services. This recognises that part of the role of the school is to teach behaviour and that we are responsible for growing internal discipline in the pupils whom we teach.

We believe that pupils learn behaviours and make positive behaviour choices through:

- Positive relationships with adults and peers – Adults having positive relationships with pupils and acting in a fair and consistent manner is the most effective way of ensuring a positive and engaging learning environment;
- Positive role models – Using words and actions that mirror the responses we are trying to encourage in our pupils;
- Positive phrasing and repetition of expectations – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual;
- Consistency – Working out the best way to support each individual pupil and ensuring approaches to that pupil are consistent;
- Praise and positive reinforcement – Noticing when pupils are demonstrating socially acceptable behaviours and ensuring this is praised;
- Comfort, calmness and forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

Aims and Objectives

As a school we aim to:-

- Provide a calm, safe environment in which all pupils can achieve their very best;
- Raise pupil's self-esteem and help them to feel secure and safe;
- Recognise that each pupil is an individual with their own needs;
- Help pupils to become aware of the needs of others;
- Promote respectful and thoughtful behaviour between all members of the school community;
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour;

- ➢ Teach children the skills and attitudes needed to achieve and maintain positive behaviour;
- ➢ Encourage everyone to contribute to our codes of conduct;
- ➢ Develop an understanding of the important role everyone has to play in the smooth running of the school;
- ➢ Employ a consistent approach to behaviour throughout the school;
- ➢ Involve parents in the good behaviour of their children and encourage them to support our code of conduct;
- ➢ Develop an understanding of the importance of codes of conduct in our lives and why they need adhering to;
- ➢ Positively involve pupils, staff and parents in a common purpose and direction.

We aim to Analyse not Moralise.

Analyse = Examine (something) methodically and in detail, typically in order to understand, explain and interpret it.

Moralise = To comment on issues of right and wrong, typically with an unfounded air of superiority.

The important principle is that we ANALYSE pupils' behaviour and not moralise about it. Finding out why a pupil acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the pupil.

All staff should investigate and acknowledge how behaviour, experiences and feelings are inseparably linked. Positive experiences create positive feelings. Positive feelings create positive behaviour. We know that behaviour is essentially a form of communication and we work hard to understand that a pupil's behaviour is telling us something. We endeavour to provide the support and strategies necessary to enable pupils to learn self-control and develop pro-social responses. Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual pupil, their age and any special circumstances that affect them. To enable change, we need to understand the pupil's behaviour not just suppress the behaviour. The Cambridgeshire Steps 'Roots and Fruits' exercise helps staff to identify the underlying influences on behaviour. This helps the adults to list a pupil's positive and negative experiences in life that may have led to their negative feelings and behaviour. Undesirable behaviours (anti-social behaviours) are limited by disempowering the behaviour that is to be discouraged. Using positive phrasing, limited choice, disempowering the behaviour and applying educational consequences will help a pupil to learn the more appropriate pro-social behaviours over time.

Roots and Fruits

Negative - **Positive +**

Behaviours

Negative:
* leaving the learning environment.
* refusing to engage in learning
* non-compliance with instructions.

Positive:
* engaged in the learning process.
* remaining in the learning environment.
* co-operative with instructions.

Feelings

Negative:
Bored / confusion / enjoyment / need to control / isolated / lonely / insecure / frustrated / having fun / thrilled.

Positive:
Calm / secure / comforted / happy / engaged / comforted / motivated / in control / important and valued / responsible.

Experiences

Negative:
* lack of ability to communicate needs to us through speech.
* recent separation of parents
* lack of boundaries at home
* past school experiences have, in the main part been negative ones.
* lack of positive relationships with peers / staff in school.
* staff unclear about likes and dislikes.

Positive:
* positive relationships with others.
* ability to communicate needs to others.
* receives specific praise frequently.
* experiences consequences for actions.
* enjoys learning activities and experiences
* is part of a friendship group.

Staff Responsibilities

Class teachers have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. Teaching staff share the responsibility for the sensible behaviour of the children in and around the school.

The Headteacher and Deputy Headteacher have overall responsibility for discipline during the lunchtime period. Responsibility for managing behaviour during the lunch break, both in the hall and at play, has been delegated to the midday co-ordinator and the other lunchtime supervisors. The senior supervisor liaises closely with the Headteacher/Deputy Headteacher over the lunch break.

Parents' Responsibilities

A Home-School Agreement will be provided for all incoming pupils on their arrival at the school and both parents and children are encouraged to read it and sign a declaration that they agree to it. We encourage parents to be aware of the school codes of conduct and expectations and to support the implementation of this behaviour policy.

We look to our parents to ensure that their children are aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it as the responsibility of the parents to foster good relations with the school and to show an interest in what their child does there.

Children's Responsibilities
Children are expected to follow the codes of conduct in the school and classroom and show respect for the rights and needs of everybody in the school community both adult and child. Good behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff, all support staff and other adults who may be in the school.

Cambridgeshire STEPS

In January 2020, all school staff were trained in the Cambridgeshire Steps 'Step On' approach to behaviour management. It is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covered a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques.

In line with the approach, the school follows a number of principles:

- All staff should always speak to pupils respectfully and calmly – reducing conflict and leading by example;
- The teachers' and teaching assistants' role is to help pupils and always try to reduce conflict and not do anything that may escalate it;
- Use a calm stance and de-escalation script (see below) in a conflict situation;
- Provide pupils with a 'Recovery time' to calm down after an incident, after which there should be a de-brief; this may be carried out by another member of staff:
- A risk management plan should be completed for any pupil for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property;
- Positive handling of pupils in a safe way (see appendix);
- Being proactive in managing pupils' behaviour e.g. trying to avoid situations which may cause conflict;
- Recording incidents – reporting of incidents must follow protocol.

De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict.

The script is:
1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and…

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation.

Section 2: Pro-social Behaviours

All pupils, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others, encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour;
- Praising positive behaviour using positive phrasing and reminding;
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour;
- Being consistent role models through patterning and copying;
- Using consistent, clear and agreed boundaries;
- Providing comfort and forgiveness.

Code of Conduct

There is a general code of conduct for the whole school community, which is reviewed annually by the pupils and staff. This code is displayed prominently throughout the school.

School Code of Conduct

1. Be kind, helpful and polite to others.
2. Be respectful of others; their opinions, feelings and property.
3. Respect everyone's right to speak and to be heard.
4. Work quietly to avoid disturbing others.
5. Try to do your best at all times.
6. Care for the school environment and those in it by being tidy, clean and organised.
7. Use materials and equipment wisely and safely.
8. Move around the school and grounds safely and sensibly.

Praise can be given in formal and informal ways for adhering to the Code of Conduct as well as for particular achievements. Adults should praise the behaviours that they wish to see e.g. well done (name), excellent listening, etc.

At the beginning of each year, classes focus on the school Code of Conduct. The pupils, with the help of their teacher, reiterate the positive ground rules that will make for a happy, calm and positive working classroom environment. If a child contravenes this code of conduct, they are reminded of its importance for everyone's well-being throughout the school.

Class and school rewards

The use of extrinsic rewards for pupils can be an effective short-term measure in managing behaviour. This is always secondary to developing values and understanding within the pupils of why it is important to do the right thing. Among the rewards we use are:

- Individual pupil recognition such as, comments, stickers and stamps on pupils' work;
- Weekly award certificates which are given at a weekly Awards Assembly;
- Wow Boards in the classrooms to celebrate all.

Section 3: Supporting all Learners

Expected Behaviour	Recognition
Showing effort in work/completion of work	Verbal praise
Neat presentation of work to the best of their ability	Positive reinforcement
Being in the right place at the right time	
Helping/supporting others in distress	
Good manners	
Careful listening	
Correct sitting and attention	
Following instructions first time	
Kindness to others	
Calm voice and positive body language	
Looking after all equipment (school, own and others)	
Keeping the school environment tidy	
Showing respect in personal space	

Section 4: Unsociable and Anti-social Behaviour

Dealing with Low Level Anti-social or Unsociable Behaviour

For the majority of pupils, a clear reminder about the right behaviour would be sufficient for the pupil to correct their behaviour. Some anti-social behaviour is driven by a need for attention. In these circumstances, staff will, where possible, ignore low-level behaviour and take the first available opportunity to praise pro-social behaviour. When doing this, staff will focus on praising the pupils who are behaving in a pro-social way. When addressing anti-social behaviour, staff will not draw attention to the pupil in a shameful way, but will either speak very quietly to the pupil or wait until after the lesson to talk to them. Staff may make

clear their expectations of them by the end of the lesson. They may need to regroup the rest of the class away from the pupil, either inside or outside the class, telling the pupil to re-join them when they are ready.

Some general principles for discussing behaviour with a child are:

· Talk through the behaviours they noticed and which rule they have broken;
· Give pupil a clear expectation of behaviour. E.g. 'Next lesson you will concentrate on your work and leave your pen on the table whilst listening';
· Talk through a logical consequence if the behaviour continues;
· Ask the pupil if they need any support in stopping the behaviour. E.g. 'Is there anything I can do to help you stop tapping the pen?';
· Staff will ensure they notice any pro-social behaviour – give the child a quick reassurance that you have noticed as soon as you can. E.g. if the child has not tapped the pen at the start of the lesson, quietly say 'well done.'

Unsocial Behaviours	
Low Level Behaviours	**Consequences and support**
- Lack of concentration - Not following instructions - Dropping litter - Inappropriate use of equipment (including ruler twanging and building 'towers') - Rocking on chairs - Doodling/scribbling on whiteboards - Day-dreaming - Other off-task behaviour (quietly not bothering others) - Lack of effort in standard of work	Make eye-contact (where possible), use a non-verbal prompt *(if that doesn't work)* Say the child's name *(if that doesn't work)* Give them a clear verbal reminder of your expectation "Jimmy, sit properly on your chair and continue with your writing." *(if that doesn't work)* Teacher or TA to speak to child privately – these behaviours are likely to be caused by an unmet need. Try to meet that need so that the child can continue to make progress in the lesson. *(if that doesn't work)* Refer to consequences for Medium Level behaviours
Medium Level Behaviours – *purposeful behaviour that pupils know are against the class/school expectations but feel they need to do it anyway*	**Consequences and support**
- Persistent low-level behaviour (Usually 3 times in a lesson) - Head down on table, no communication	- What is the unmet need? (Boredom, work too hard/easy, need to move, feeling ill/unhappy, falling out with friends, classroom too noisy, anxious about working with certain peers or

• Defiant behaviour involving ignoring questions and instructions • Work refusal • Refusing to engage in group work (quietly) • Ongoing lack of effort in standard of work	speaking in front of the class, anxieties, difficulties at home, etc) - Can you meet that need for them? (differentiate the work, give them an alternative activity, give them a task to do that enables them to leave the classroom and move (take a message, 'heavy work', etc), give them the option to work somewhere quieter, 5 mins to chat to you or a TA about what is worrying them) - You may choose strategic ignoring of some of these behaviours depending on the individual pupil in question, especially where they are in place of anti-social behaviours which will disrupt the learning for everyone
High Level Behaviours - *behaviours that put them at risk of physical harm; behaviours that show complete disrespect for school staff*	**Consequences and support**
• Persistent Medium Level Behaviours • Leaving the classroom without permission • Self-harm, repetitive banging head on table/wall, etc.	- Class teacher to give verbal feedback to parents (this should happen every time a child leaves the classroom without permission or when self-harm occurs) - Speak to SENDCo for strategies to support pupil's mental wellbeing - Work together on Roots and Fruits and/or anxiety mapping, where it is felt it will help - Consider alternative provision during certain lessons if frustration or anxiety is causing concern - Reflect, Repair, Restore (see appendix) – to be completed at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence)

Anti-Social Behaviour

Anti-social Behaviours	
Low Level Behaviours – *low level behaviours that disrupt the learning of others and may or may not disrupt their own learning; behaviours that can be upsetting for others*	**Consequences and support**
- Getting up from the table without reason, wandering around - Calling out (answers to questions, not allowing others to think for themselves) - Interrupting the teacher or other pupils - Talking at inappropriate times - Irritating the other pupils (poking with rulers/pencils, etc) - Passing notes - Non-aggressive throwing of small objects - Rough play - Running or being noisy in the corridors - Inappropriate language (undirected) - Invading others' personal space	Make eye-contact (where possible), use a non-verbal prompt *(if that doesn't work)* Say the child's name *(if that doesn't work)* Give them a clear verbal reminder of your expectation "Sarah, raise your hand if you wish to answer. *(if that doesn't work)* Give the pupil a verbal warning – "Sarah, this a warning. Remember to raise your hand. You must raise your hand to answer, other pupils are being disrupted." If they continue, find an appropriate time to speak to them privately (or TA to speak with them/sit with them) – give them a final warning and explain that there will have to be a consequence for their behaviour if it continues. If that doesn't work, refer to consequences for Medium Level Behaviours.
Medium Level Behaviours - *purposeful behaviour that pupils know are against the class/school expectations and do it anyway; behaviours that may cause minor injuries but causing injury was not the 'aim' of the behaviour*	**Consequences and support**
- Repeated low level behaviour (Usually 3+ occasions in a lesson) - Deliberately provoking others (knowing that this will cause a specific reaction) - Rough play where someone gets hurt	Reflect, Repair, Restore (see appendix) – to be completed at an appropriate time (NOT while they are still in a heightened emotional state), perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence) or time away from certain peers (protective consequence).

• Pushing and shoving • Name calling (minor) • Causing damage to other people's property, including school equipment/displays (small scale or damage was not intended) • Intimidating others, making threatening gestures • Throwing small items that will not cause injury at other people (directed) • Throwing items that could cause harm (undirected) • Swearing (undirected) • Deliberate unkindness to others	Repeated Medium Level behaviours, class teacher to give verbal feedback to parents (even if SLT have been involved, class teacher needs to give feedback to parents) **Possible educational consequences** - Complete work from the lesson at break time or lunch time (as long as they still have some time to go outside) - Complete work from the lesson at home - Moved to a position in the classroom where they cannot distract others - Moved to a position in the classroom where there is closer adult support - Fixing or cleaning up things they have damaged - Additional input through PSHE on social skills and resiliency - Regular/weekly verbal feedback with parents/carers - Individualised reward chart to encourage work - Writing a letter of apology **Possible protective consequences** - Can be sent out of the classroom for up to 10 minutes if their behaviour is causing physical or emotional distress to others or stopping others from working (see appendix) - Moved to a position in the classroom away from the person they are being unkind to - Moved to a position in the classroom where there is closer adult supervision - Restricted lunch time/break time, alternative break provision provided for a day - Regular/weekly verbal feedback with parents/carers - Individualised reward chart to encourage positive behaviour
High Level Behaviours – *behaviours that put a pupil or an adult in danger of physical or significant emotional harm; behaviours that show complete lack of respect for school staff*	**Consequences and support**
• Repeated medium level behaviour (Usually more than 2+ times in a week, following	Referred to SLT (Deputy Head or SENDCo in the first instance, where possible) and involved in meetings/phone calls with parents

• class teacher feedback to parents) • Throwing objects that could cause injury at other people (directed) • Swearing or other inappropriate language (directed at a child or teacher) • Spitting at others • Biting (depending on age and developmental level of child) • Climbing onto high equipment and refusing to come down • Deliberate vandalism to school equipment, school site or other people's property • Stealing (teacher judgement to be used as to reasons behind the stealing before escalating to SLT)	Reflect, Repair, Restore (see appendix) – to be completed at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence) or time away from certain peers (protective consequence). **Possible educational consequences** - See consequences for Medium Level behaviours - Possible class visit from PCSO to educate on vandalism, stealing or other misdemeanours that would be breaking the law if they were older **Possible protective consequences** - See consequences for Medium Level behaviours - Learning outside of the classroom for a limited time - Lunch time/break time restrictions for a longer period of time (a full week, for example) – other break time provisions must be available
Highest Level Behaviours	**Consequences**
• Directed verbal abuse towards an adult or pupil including swearing, racist or homophobic language • Violent physical aggression causing injury: intentional hitting, kicking, head-butting, punching, etc. • Use of an object to deliberately cause injury • Bullying and/or persistent intimidation • Leaving the school site without permission	- Referred to Headteacher - Use of protective consequences as for High Level Behaviour - Meeting in school with parents and Headteacher - Pupil reporting to SLT at the end of the day for 1 week (see appendix) - Seek support from outside agencies, where necessary Persistent Highest Level Behaviours after other steps have failed: - Possible Fixed-term exclusion - Possible Permanent exclusion

Behaviour Modification Strategies

The Behaviour Policy is the plan for the majority of pupils. However, in addition, some pupils may require Anxiety Mapping to ascertain where their anti-social behaviours are triggered and to then plan for a reduction in triggers. Individual Risk Management Plans (RMP) are available for pupils who need a further personalised approach. These are constructed with the class teacher, teaching assistants, SENDCo, SLT, parents and pupil, if deemed appropriate.

Some pupils may require additional more specialised intervention from an external agency that can provide advice and guidance to parents and the school.

Section 5: Unforeseeable Behaviours

The following behaviours must be reported to the Headteacher, Deputy Headteacher or SENDCo:

- Physical violence or verbal abuse to an adult;
- Violence or abuse to other pupils;
- Prejudiced related abuse or discriminatory behaviour;
- Damage to school property.

The Senior Leadership Team may decide that a pupil will be isolated for a limited period of time from their class by working in another area in the school.

When responding to harmful behaviour, adults will seek to cool down, repair, reflect and restore. When responding to challenging behaviours, they will aim to de-escalate the behaviour through one or a combination of the following, as appropriate:

- Positive phrasing e.g. "Stand next to me" – "Put the toy on the table" – "Walk beside me", etc;
- Limited choice e.g. "Put the pen on the table or in the box" – "When we are inside, Lego or drawing" – "Talk to me here or in the playground", etc;
- Disempowering the behaviour e.g. "You can listen from there" – "Come and find me when you come back" – "Come down in your own time", etc;
- Use of a de-escalation script e.g. Use the pupil's name – "Tom";
- Acknowledge their right to their feelings e.g. "I can see something is wrong" – "I am here to help", etc;
- Offer help e.g. "Talk to me and I will listen" – offer a 'get out' (positive phrasing) "Come with me and ….".

When seeking support from another member of staff, care should be taken that one does not undermine one's own authority or credibility for dealing with behaviour in the future. Thinking about the language you use is important when asking for help e.g. Thank you for coming, Mrs ….. Can you take ….. to the …….. for me while I teach the rest of the lesson.

Section 6: Communication with Parents and Carers

The school endeavours to make and maintain good relationships with parents and carers, and sees them as essential partners in the task of education and managing behaviour, and attempts to positively involve them in all aspects of their child's learning and behaviour. Class teachers play a key role in developing and supporting these positive links and enabling relationships. The school recognises the key role of parents and carers and that they may need help and support in the management of the pupil at home. Strategies used effectively at home and at school will be shared so that the pupil experiences a consistent approach and, where appropriate, external agencies will be involved in this support. Behaviour targets are also discussed and evaluated with the parents and carers.

Section 7: Exclusions

Exclusion is used rarely and only as an absolute last resort, where it is in the best interests of the pupil and/or necessary for the safety, security and orderly conduct of other pupils at school. The Cambridgeshire County Council Exclusion Guidance for schools is used when considering any exclusion with the check list for Headteachers being completed in all circumstances. Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. Any violence towards staff will not be tolerated and the pupil will be excluded for a fixed period. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently for repeated occurrences although this is the absolutely last resort for the school. External agencies will be consulted if a pupil's behaviour has escalated to that level.

Other Relevant Documents and Policies
Anti-Bullying Policy
Race Equality Policy
Special Educational Needs Policy
Code of Practice for Special Educational Needs
Guides on Exclusion from School (Cambridgeshire County Council)
Physical Intervention Policy
Personal, Social, and Health Education Policy

Governors' Responsibilities

The legal responsibility for the discipline of the school lies with the Governors who have delegated the day-to-day management to the Headteacher.

IN CONCLUSION
We seek to provide a safe and happy environment in which pupils can learn. By following this policy, we expect to promote in pupils an understanding of the effect their behaviour has on other people and the importance of codes of conduct in our society.

Appendix 1: POSITIVE HANDLING POLICY

Staff have agreed to follow the principles of Cambridgeshire Steps regarding handling pupils in school. These are as follows:

Guiding and Escorting

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the pupil or put anyone else at risk.

The most risk-free way is to form a 'mitten' shape with the fingers and thumb and place just above the pupil's elbow. The elbow should NOT be held, so that the pupil is free to move away; any force exerted can only be by the pupil pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the pupil and placing the 'mittens' on both of the pupil's elbows. The adult's shoulder should be behind the pupil to guide them. This position will lessen the risk of the pupil turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.

Calm Stance

When a pupil is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go.

Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

Restrictive Physical Intervention (RPI)

Very occasionally, incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. Staff are trained in these interventions using 'Step Up' training on a needs only basis. If a pupil presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Cambridgeshire Steps Team. For staff who have not received this training, there may be occasions where they need to use restraint, e.g. to stop a pupil running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given. Pupils that require RPI will have individual risk assessments and behaviour plans.

Appendix 2: TOUCH POLICY

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt pupils in appropriate ways or if needed. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch pupils and the appropriate ways in which we must do so.

Why Do We Use Touch?

We may need to physically touch, guide or prompt pupils if they require personal care, assistance with writing, eating, dressing, etc. At other times, it may be appropriate to hug a child to offer comfort or praise.

How Do We Use Touch?

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the pupil's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the pupil to turn themselves in to the member of staff. This can be done either standing or sitting.

Supportive Hug   Supportive Arm   Offering an arm

Hand Holding

We recognise that pupils sometimes enjoy being able to hold hands with adults around them especially in the younger pupils. This is perfectly acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move pupils, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupils for a little extra security, if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap Sitting

At our school, we actively discourage pupils from sitting on an adult's lap. Pupils should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a pupil attempts to sit on your lap, explain to them that this is not what we do here and ask them to sit next to you, if it is appropriate.
At times, pupils may be in such crisis or distress that they hold you in a way that is not described above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the pupil is doing this to staff to see whether this is a 'controlling behaviour' or whether the child is displaying distressed behaviour regularly.

Please note, that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this. Touching must be kept to a minimum.

Reflect, Repair, Restore

In most situations of medium level behaviour or above, it will probably be appropriate to support the child in the Reflect, Repair, Restore process. This can be on a piece of paper or done verbally with the child if that is deemed most appropriate.

- They need to reflect on their own behaviour, what caused them to act this way and contemplate why they chose this course of action:
    o What happened? Who was involved?
    o How were others impacted by it?
    o What may have contributed to my actions?

- How can they repair the damage that has been done following this particular action?
    o Physical damage to repair?
    o Damage to a relationship with a friend/peer? (Including where injury has been caused – they cannot fix the injury but they can try to fix the relationship)
    o Damage to a relationship with a member of staff?

- How can they ensure that it would not happen again? What changes need to occur to make sure it does not?
    o Go back to the first section, what contributed to their actions?
    o Is the same situation likely to arise again?
    o How can we ensure that the same reaction does not occur again?
    o Do we need to change anything in the classroom to make sure it does not?

This process should NOT be done when the child is still in a heightened emotional state. Ensure they have calmed down enough to engage with the process.

Children can do this process at a break time or lunch time where it is felt that they need to stay in to complete some work that should have been completed during the lesson. Teacher judgement should be used in all cases. If a child is missing part of their break or lunchtime as part of an educational consequence, they MUST still get a break (whether it is a shortened break at the same time as their friends or an alternative break time where protective factors also need to be taken into account.)

<u>Reflect, Repair, Restore</u>

Child's name: _____ Year Group: _____ Date: _____

What happened? How did I break the rules?
What do I need to do to make things better?
How can I make sure the same thing does not happen again?

Signed: _____ (member of staff)

Appendix 4

Sending children out of class

This is a **protective consequence** for persistent disruptive behaviours and should follow the procedures below:

- The pupil gets the opportunity to reflect on the behaviour that has led to this consequence;
- The other learners get a break from the disruption to their learning and the opportunity of more 'teacher time';
- The teacher can focus on the learning of the other pupils;
- The pupil must be accompanied to another area in the school and remain in the presence of a member of staff (this can be a member of staff working in the area with other pupils);
- This step should take place BEFORE senior leaders or parents need to get involved. The pupil should still feel that they have the opportunity to redeem themselves. At the end of the day, the class teacher should ensure parents are informed;
- Pupils can take work with them to complete, if it is appropriate. If the teacher feels that they need the time to regain their focus and just think, then this is also appropriate.

    NB: This consequence should NOT be used if a child needs to leave the classroom due to behaviour that challenging or heightened. In this situation, they should be accompanied out of the classroom by a TA and supported by that TA, preferably where they are not disrupting the learning in other classrooms, if possible.

Appendix 5

Reporting to SLT

Pupils who are experiencing the highest level behaviours may need closer supervision from SLT from time to time. This may include the following:
- Every day for at least one week, they need to report to a member of SLT just before the end of the day;
- They must be accompanied by a member of staff from their class who can discuss behaviour from that day (positives, areas to consider further on the following day);
- They can bring any work they are particularly proud of;
- At the end of the week, it can be decided whether they need to continue reporting to SLT for longer.

Roots and Shoots

Roots and Fruits

Behaviours

Positive +

* engaged in the learning process.
* remaining in the learning environment.
* co-operative with instructions.

Negative -

* leaving the learning environment.
* refusing to engage in learning
* non-compliance with instructions.

Feelings

Calm / secure / comforted / happy / engaged / comforted / motivated / in control / important and valued / responsible.

Bored / confusion / enjoyment / need to control / isolated / lonely / insecure / frustrated / having fun / thrilled.

Experiences

* positive relationships with others.
* ability to communicate needs to others.
* receives specific praise frequently.
* experiences consequences for actions.
* enjoys learning activities and experiences
* is part of a friendship group.

* lack of ability to communicate needs to us through speech.
* recent separation of parents
* lack of boundaries at home
* past school experiences have, in the main part been negative ones.
* lack of positive relationships with peers / staff in school.
* staff unclear about likes and dislikes.