



**Stogursey C of E
Primary School &
Pre-school**



BEHAVIOUR POLICY

Approved by: G Tucker

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Next review due by: 1/11/21

PROMOTING POSITIVE BEHAVIOUR

- We recognise that our children's successful learning and personal development are dependent on how they feel about themselves and how they are responded to within their school community.
- We recognise that learning about behaviour enables children to develop character by learning more about themselves, others and the world and gaining a sense of respect. Also, this enables children to make better outcomes in terms of their learning.
- To learn effectively children's personal, social and emotional needs should be understood, supported and met as far as possible, alongside clear, fair and developmentally appropriate behavioural expectations.
- Having a culture of self-discipline, high expectations and a consistent system in place to support children to achieve makes the school a safe place so that high quality learning may take place unimpeded.
- We understand that all behaviour is a form of communication and we endeavor to understand what is being communicated so that we can respond effectively and helpfully. (This may imply specific forms of communicating and getting specialist support.)
- We recognise that although a consistent approach is required all across the school when it comes to behaviour, it does need to be age and stage appropriate. There are Early-Years Specific approaches at various parts of this policy. They may also be suitable for children still at that stage of development. How we manage behaviour with older children is in Appendix 3 'At a Glance'. This has the same aims and staged approach as the rest of the school but how this looks is different with older pupils.

KEY IDEA OF OUR POLICY: How adults interact with children and carry out this policy is the key to success with behaviour in school.

All adults interacting with children at Stogursey School and Pre-School aim to:

- help children to learn about boundaries, (what is OK and what is not), learning the impact of their behaviour on others and on their environment;
- model and teach children clear ways of communicating their needs and opinions, with regard to the needs and rights of others (adults and children), thus helping children to develop a sense of social responsibility, the wider community and towards the environment;
- model and teach ways to safely self-regulate, including regular class-based stilling, relaxation and calming, as well as safe opportunities to vent (let off steam) to deal with agitation, anxiety and distress. *This is particularly important at the Sept 2020 return to school post COVID-19 prolonged lockdown.*
- provide mediation, modelling and containing responses when children struggle with conflict and emotional dysregulation, leading to safer self-expression and improved self-regulation;
- act upon a Behaviour policy that is evidence-based, created and owned by all in the school and is in line with our school values, particularly **Care, Inner Peace and Friendship**.

This will entail:

- attendance and engagement with relevant and at least annually updated training opportunities to develop the self-awareness of both adults and children;
- building trusting, warm and respectful relationships within the whole community (staff, children and their families/carers, governors, visitors etc) based on mutual respect, care and kindness and listening to each other;
- using the wide range of approaches adopted within the school and pre-school of acknowledging and celebrating positive behaviour and attitudes
- implementing the Stogursey School and Pre-school whole school community approach to promote the well-being of all and to practice agreed procedures including a staged approach.

Three School Rules: Be safe Be ready Be responsible

These rules have been simplified and agreed by the children and staff at Stogursey Primary School. Our rules encourage positive behaviour and are simple to remember to help children to take responsibility for their own actions. We have all agreed to try to keep them.

We all give recognition when a child is seen to be behaving well or displaying a learning behaviour or attitude being focused on in the class or school at the time.

In Early Years, we focus initially on keeping ourselves and others safe in all that we do indoors and outside. We want children to feel safe and to trust adults to support them when they start pre-school.

Throughout the year and especially at the beginning, staff 'unpick' these rules further.

Rewards for good behaviour

Care must be given to not turn rewards into 'bribes'. We expect children to carry out what is expected. However, when children go above and beyond in their work or behaviour, this is recognised. Our recognition board system in each classroom focuses on an aspect of learning or behaviour that the class are currently working on and children are recognised for their efforts. This culminates in certificates, stickers or in some cases Hot Chocolate Friday with the Head of School. House points are given for good examples of learning or behaviour as well for individual efforts. Calls home and visits to the Head of School are encouraged to share good efforts. Whole school Attendance figures each week are celebrated and where improvements are made, the whole school gains special attendance treats such as extra playtime, computer time or cooking. The end of term trophy is given to the individual who has made the most progress and the De Courcy Trophy is given to the house that has collected the most House Points. Year 6 Leavers' trophies are awarded at the end of the school year.

Staged approach to sanctions when dealing with poor behaviour

Step 1

Reminder- if making poor choices or struggling to self-regulate a child will be either supported to practise the relevant school rule or through a scripted approach by an adult to calm or express needs and feelings in a safer way.

Pre-School, younger or less mature children will need an adult to co-regulate alongside, to model acceptable behaviour, to offer an appropriate alternative and to talk through the consequences of their actions, endorsed by High Scope's Conflict Resolution process and the thrive approach.

We recognize that consistency in our approaches is critical and we promote positive behaviour and attitudes throughout each day, leading by example as well as using specific praise and recognition (private or public) for examples of positive behaviour or attitude.

Step 2

Warning: If behaviour that is interfering with other's learning persists, a trusted adult will talk with the child or children concerned in private for at least 2 minutes, repeating reminders, acknowledging their current difficulty and making sure that the child is (or children are) clear and in a position to follow behavioral expectations.

Early Years intervention

We use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. Adults will approach each situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves. Natural consequences may be implemented such as helping someone to feel better, tidying or mending an item or space, practicing a skill that is proving difficult such as waiting quietly (eg with a timer) and so on.

Step 3

Focused intervention approach:

If difficulties with self-regulation become more frequent and persistent the child's key person in Early Years will jointly discuss and explore solutions with other staff and parents/carers to agree ways to develop consistent approaches at home and pre-school. This may include specific use of language and practical strategies guided by the principles of Emotion Coaching (ref) and the 'thrive' approach (www.thethriveapproach.com)

Restorative conversations will often be appropriate and effective with older more mature children and will take at least 5 minutes using a scripted approach. A curious adult stance is adopted (rather than confrontational) and again natural consequences may be agreed and implemented, for example making up lost time, making good a relationship or spoiled item or space and so on. The 5 'key questions' used to facilitate a restorative conversation are set out in 'Behaviour with Older children at a glance' in appendix 3.

Support for behaviour

TRAINING- all staff revisit behaviour every year and have been involved in this policy's creation. They are also involved in its review. If staff require more tailored support or guidance with behaviour then this is given by the Head of School or Senior Teacher through the appraisal and/or monitoring system. Ongoing coaching is offered to staff to enable them to effectively manage children's behaviour.

SPECIFIC STRATEGIES FOR CHILDREN- Appendix 3 sets out some options for children who are struggling with their behaviour. If bullying is suspected then there are provisions set out in the anti-bullying policy.

SUPPORTING SPECIFIC CHILDREN- Depending on their severity and disruption to others, the SENCO may also become involved to aid the development of positive behaviour for learning. Observations will be made, consistent approaches refined and further interventions implemented as appropriate. It may be agreed that external agency support be sought.

Whatever their age or maturity, some children may need more support than others from a trusted adult to provide reminders, help to co-regulate at times or to provide extra time to learn and internalize behavioral expectations. If this need becomes prolonged external support may be needed to apply for extra staff funding.

We follow the **ABCC method** which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, c) what the consequences were following the behaviour, d) what the behaviour appeared to be communicating. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied. See Appendix 1

Monitoring of Behaviour

Behaviour is looked at once a term as part of the Head of School's report to the Local Governance Committee. Numbers of incidents of focused intervention, suspected hate incidents and bullying are monitored and discussed with clear actions put in place between the LGC and Head of School. This policy is reviewed annually by the Head of School.

Appendix 1 ABCC

ANTECEDENTS TO BEHAVIOUR (what was happening before)	BEHAVIOUR OCCURRED Observed behaviour	CONSEQUENCES (what happened as a result of the behaviour?)	WHAT WAS THE BEHAVIOUR COMMUNICATING?

Appendix 2

1. Use of physical intervention:

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding arms to side or sitting a young child next to you. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should only use physical intervention to prevent a child from injuring themselves or others or damage property.
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind will never be used or threatened.

2. Bullying:

is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires a child to have developed reasoning and thinking skills, usually developed after the age of four along with empathy. Therefore, the term is not used in Pre-School and only cautiously within Key Stage One.

Young children are keen observers and more likely to copy behaviours which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours and unless addressed early, pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. Thus we avoid labels that can stick with the child for the rest of their life. For more information, please read our Anti-Bullying Policy.

3. Challenging unwanted behaviour from adults:

- We will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group (adults or children).
- Initially, the perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.

- A second occurrence will require the adult concerned to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner anywhere on the school site.
- A third occurrence may result in the perpetrator being banned from the premises which may mean making alternative arrangements for another named adult to bring/collect the child to school.

Appendix 3 'Behaviour with Older Children At a Glance'

This behaviour policy sets out the expectation that all adults take responsibility for behaviour in the school.

Adult Behaviour in our school:

Adults are expected to:

- Show a positive approach to behaviour management
- Show a consistent approach to behaviour management
- Communicate necessary information within our community.

Sanctions:

1. Reminder- if making poor choices, a child will be reminded which of the 3 school rules they are contravening through a scripted approach by an adult
2. Warning- if this behaviour persists, child will be expected to stop back after the lesson or away from play to chat for 2-5 minutes with an adult about their behaviour
3. Time in (Focused intervention approach)- child will be expected to attend a longer restorative conversation with the adult who attended to it or if applicable a member of SLT.

For serious misbehaviours, children may go straight to a time in- this is down to the interpretation of the adult attending

Parental Communication-

For those children struggling with behaviour consistently, a plan of action should be in place and regular communication between home and school. Parents will be contacted should a child get onto a time in.

3 School Rules:

1. Be safe
2. Be ready
3. Be responsible.

These rules are to be revisited every term in classes as well as learning behaviours to work on to ensure outstanding learning is happening.

How we manage behaviour:

- Being reflective, collaborative and consistent as a staff
- Building excellent relationships with everyone involved in our community
- Giving recognition to positive behaviours
- Teaching learning behaviours
- Dealing with poor behaviour privately and with a scripted approach (if needed) to ensure consistency and so that learning time is not lost.
- Ensuring children learn from their mistakes and are aware of the consequences of their actions
- Endeavoring to put extra support in place for those who struggle with behaviour (loss of play, Behaviour plan, unstructured time plan)
- Repairing broken, damaged relationships through a restorative conversation.

What we do to repair damaged relationships (Time in):

Restorative conversation.

With the attending adult, both will talk through the answers to these questions.

1. What happened?
2. What have you been thinking about since?
3. Who has been affected?
4. What has been challenging for you?
5. What can make things right?