

Swaffham Prior CE Primary School



Policy for Promoting Positive Behaviour

Approved by: Governors

Date: March 2018

Last reviewed on: May 2019

Next review due by:

Introduction

The purpose of this policy is to provide staff, pupils, parents and governors with a clear guide to principles and practices relating to the promotion of positive behaviour.

It aims to create and sustain a positive, supportive and secure environment for all who work in the school underpinned by our school values.

Our Aims at Swaffham Prior CE School are:

- Children learn within a safe, caring **community** to develop **compassion** for others.
- Staff focus upon providing the highest possible standards of education and upon enthusing pupils with **wonder and hope**.
- Through broad and balanced experiences, we inspire **perseverance** and celebrate the uniqueness and successes of all.
- Christian values underpin our **peaceful** school, and we utilise these alongside a culture of mutual respect, to ensure the happiness and personal growth of each individual.
- By working in partnership with families we nurture the whole child and provide a basis for a **hopeful** future for our pupils to develop into responsible and fulfilled members of society.



Our Christian values and vision underpin our written and hidden curriculum. This policy highlights classroom practices and procedures that promote high quality behaviour.

Objectives

- To encourage a calm, purposeful and positive atmosphere within the school that facilitates the learning process.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To provide a consistent framework for recognising and rewarding success and de-escalating negative behaviours.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

A Therapeutic Approach

At Swaffham Prior we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting inappropriate behaviour and change the circumstances in which the behaviour occurs. The Cambridgeshire Steps programme provides an assessment / planning tool called "**roots and fruits**" to assist adults in this area.

At Swaffham Prior we will promote a therapeutic approach; to enable this, all staff need to know how to promote pro-social behaviours and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Our School Council has created a set of Golden Rules based on our school values.

(See Appendix 3 for Golden Rules)

Routines and Golden Rules contribute to a secure and happy learning environment. To be effective they are:

- agreed by the children and clearly understood;
- displayed
- fair and consistent;

At Swaffham Prior, we want to **teach** behaviour, rather than **impose and demand obedience**. Through the therapeutic approach, we do this by

- building positive relationships including the following:
 - use a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children
 - listening
 - mutual respect
- being consistent
- developing scripts and routines
- using positive phrasing
- planning
- praise and positive reinforcement
- comfort and forgiveness
- putting ourselves in the shoes of a pupil and considering how each action could make a pupil feel
- giving pupils time to reflect, repair and restore

Success is celebrated and individual and collective achievement valued. Children will be ~~rewarded~~ praised for a variety of positive behaviours including good manners, helpful behaviour, showing respect, having a good attitude to their learning and positive play.

Children are encouraged to identify their own and others' strengths and to recognise and value diversity. Children are encouraged to value their efforts and those of others.

Good models of behaviour are highlighted and reminders of expectations of behaviour given.

There is an emphasis on positive reinforcement of behaviour through verbal praise and positive body language which encourages children to behave well and work hard.

The achievements of individual children are celebrated in many ways as an on-going process in all aspects of school life, by:

- displays of work
 - sharing success with the school community
 - Cafes for All
 - use of Dojo system as a tool for communication with parents.
 - introduction of house system to promote collective responsibility, eg for use on Decoration Day, Sports Day, themed days such as Anti-bullying. (To be rolled out over the next term)
 - stickers
 - Wonder Wall
 - special awards or certificates in assemblies
 - invite parents to Celebration Assembly to share their child's success
 - postcards home to parents
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- discussions with parents – often brief verbal comments at the end of a particularly good day
- annual school report to parents
- articles in local magazines and newspapers

At the end of the year a child will be chosen to receive the Trustees' Award. The school community vote for a Year 6 child who they think has been a good role model throughout their time in school. The child's name will be recorded on the Trustees' Shield hung in the entrance hall.

Cambridgeshire Steps

Cambridgeshire Steps provides guidance in assessment and planning which must be followed in planning for individual pupils. It is the responsibility of every member of staff to seek to understand the behaviour of the young person. The key elements to inform such understanding are:

- Think
- Plan
- Respond

When we only look at behaviour, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look beyond the behaviour, we see that little struggling human, our little humans, who needs our help with something.” – Rebecca Eanes

Conscious and subconscious behaviours

An important aspect of the training that staff receive is understanding that some behaviours are conscious (behaviours over which the person has a choice) and others are subconscious (behaviours over which the person does not have full control) and that assessments must identify whether an inappropriate behaviour is conscious or subconscious as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider:

- What is the expected outcome of the behaviour?
- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact in the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider:

- Are there medical issues?
- Is it a phenotype behaviour (relating to a genetic disorder)?
- What may be causing anxiety?
- What may be causing confusion?
- What is stimulating the young person?

Any adult seeking to support a young person whose behaviour is presenting a challenge can act in a way that can make the situation worse or can calm the situation. It is the responsibility of adults at Swaffham Prior Primary School to follow the guidance provided in the Cambridgeshire Steps training to support the young person.

Low Level Anti-social Behaviour

Low level disruptive behaviour can be defined as behaviour which disrupts a pupils' learning or the learning of others. Typical features of this sort of behaviour include pupils:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff

Teachers will make explicit their high expectations of behaviour and disruptions will be dealt with fairly and consistently (see below). Children will be made aware of what good behaviour for learning looks like. A child displaying

For those children with limited pro-social behaviours, a Roots and Fruits tool, Anxiety Mapping tool and a behaviour plan such as a Risk Management Plan may be used. The Risk Assessment calculator will be used to guide the creation of the Risk Management Plan. **(See Appendix 6)**

This can be achieved through one of or a combination of the following as appropriate:

- Positive phrasing eg
 - *“Stand next to me”*
 - *“Put the toy on the table”*
 - *“Walk beside me”*
- Limited choice eg
 - *“Put the pen on the table or in the box”*
 - *“When we are inside, Lego or drawing?”*
 - *“Talk to me here or in the courtyard”*
- Disempowering the behaviour eg
 - *“You can listen from there”*
 - *“Come and find me when you come back”*
 - *“Come down in your own time”*
- Use of a de-escalation script eg
 - Use the person’s name – *“David”*
 - Acknowledge their right to their feelings – *“I can see something is wrong”*
 - Tell them you are there – *“I can see something is wrong”*
 - Offer help – *“Talk to me and I will listen”*
 - Offer a “get-out” (positive phrasing) – *“Come with me and...”*

Please see Glossary **(Appendix 2)**

Each class will have a logging sheet and a meeting with parents will be arranged after 3 logged incidents. This will be communicated through a letter from the class teacher to the parents.

Play and Lunch times

Lunchtime and playtime anti-social behaviour will be dealt with in the same way that it is in the classroom.

If a child needs to be spoken to regarding their behaviour the basic principles of an appropriate consequence and time to reflect, repair and restore will be used. They will need to complete the reflection form by the end of the school day.

Monitoring Behaviour

As a means of monitoring behaviour, any serious incidents of misconduct will be noted on an incident form. **(Appendix 7).**

Repeated incidents of unacceptable behaviour will lead to loss of outdoor play or other privileges and alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

If an incident needs to be recorded, staff will use an Incident Form **(Appendix 7)** using the guidance, Reporting Incidents Protocol **(Appendix 8)**

Dealing with Serious Misconduct (See Behaviour Consequence Guidance Appendix 4)

Serious misconduct, in or out of the classroom, will be referred to the Head or member of the SLT.

Serious misconduct includes stealing, hurting other children or adults, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes other from working, racism and bullying.

Incidents will be recorded on an incident form (**Appendix 7**) and investigated by a member of the leadership team. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent on the nature of misconduct. If appropriate, the children will be expected to complete "Time Out Reflection sheet" (**See separate sheets for KS1 and KS2 in Appendix 5**).

Children who persistently breach the Golden Rules will have a Risk Reduction Plan drawn up and may follow different steps of intervention and consequences.

Repeated incidents of behaviour which contravene the Golden Rules may mean that the school completes an Early Help Assessment to seek advice from external agencies, such as SEND Services 0-25.

Serious one off breaches or repeated breaches of the Golden Rules may lead to fixed term exclusion.

If property has been damaged, then the school may ask parents to provide replacements.

Red Card System

A red card is situated in all rooms of the school and in the First Aid bags going outside. If there is a behaviour incident in or out of the school building, requiring further adult support, a child will be sent to the office and/or staff room carrying the card. They will present the card to an adult who will immediately go to the area designated on the card to assist.

Positive Handling

Only in the most extreme circumstances would reasonable, proportionate and necessary force with the intention of protecting a child from harming themselves or others be exerted. Our concern at Swaffham Prior Primary School is the care and protection for everyone within our school community. We always endeavour to handle every situation with care and responsibility. Staff have had training to use reasonable physical intervention as set out below and have agreed to follow the principles of Cambridgeshire Steps regarding handling children in school. The school will always follow our policy and parents are always fully informed about any situation that arises.

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 child 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 child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child 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 child 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. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Cambridgeshire Steps Team.

There may be a rare occasion where they need to use restraint e.g. to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgment (dynamic risk assessment) and ensure that all actions are reasonable, proportionate and necessary.

Following any incident such as this, a written record is to be made in the bound and numbered RPI book within 24 hours, the parents will be informed, a risk assessment needs to be carried out and further training given if appropriate. The child will be given the opportunity to record their view and comments on the incident in the RPI book. This will be part of the de-brief process.

Adults in School – Promoting Positive Behaviour

All adults are expected to follow the Cambridgeshire Steps therapeutic approach. They should be role models around school displaying behaviours with each other and towards children that we would expect the children to display.

Adults will be expected to follow this policy in a consistent and fair way to all pupils.

Social skills and self-esteem issues will be addressed in the PSHCE curriculum, using the County Scheme of work and supplemented with Staying Safe materials, SEAL materials and in Circle-time in the classroom.

School assemblies are Christian based and will be used to support positive behaviour.

Just as it takes a whole community to raise a child, it takes a whole school to support children with challenging behaviour. Adults will be supported in developing positive behaviour in their classrooms and if more sustained or serious issues occur in the classroom (see risk calculator), other adults can be sent for immediately. Volunteer helpers or work experience students should refer to the class teacher in the first instance. The training needs of adults will be addressed as part of our staff development or as individual need arises. Staff will be offered a debrief time to reflect following serious and very serious incidents.

Governors

The Headteacher will report to the Governing Body on a regular basis about the behaviour in school and the implementation of the policy. Governors will be involved in policy review.

Parents

We ask parents to support the school's behaviour policy. Each parent will be given a copy of the Golden Rules and Summary of the Promoting Behaviour Policy as their child starts school. The full policy will be signposted on the school website.

If a child's behaviour is causing concern the school will ask parents to come into school to discuss the situation. Their child may be involved in this discussion.

Monitoring

The implementation of this policy will be monitored by the Head teacher, the senior leadership team and governors via meetings and through observations.

Appendix 1: Glossary

Behaviourist: an approach that believes that the appropriate behaviour can be taught through constant repetition of a task

Therapist: an approach to behaviour that addresses the emotional and learning development together.

Discipline: The practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience. (*noun*)

Discipline: Train oneself to do something in a controlled and habitual way. (*verb*)

External discipline: when staff impose rules and suppression may only achieve a short term change.

Internal discipline: when staff work with a student's experience and feelings and this results in long term change.

Conscious behaviour: behaviours that are the result of thought or planning – behaviour that we choose.

Unconscious behaviour: behaviours that are evident without any thought or planning. Are they caused by anxiety?

Punishment: is the authority's imposition of something undesirable or unpleasant upon an individual or group by enforcement, in response to behaviour that an authority deems unacceptable or a violation of some norm.

Consequences: a conclusion derived through logic. Something that logically or naturally follows from an action.

Protective consequences: removal of a freedom to manage harm.

Educational consequences: the learning or teaching so the freedom can be returned.

De-escalation: a technique to prevent conflict; communication is key to this technique.

Appendix 2: GOLDEN RULES

Golden Rules

1. Be respectful of other people's and the school's property.
2. Be polite.
3. Share with others.
4. Be kind to everyone.
5. Be safe and careful.
6. Listen and think before you speak.
7. Keep your hands to yourselves.
8. Walk when you are inside the school building.

Created by the School Council March 2018

Appendix 4: Behaviour Consequence Guidance

Definition	Typical Behaviours	Educational Consequence
Aggravations	<p>Noisy or inappropriate classroom behaviour</p> <p>Noisy or inappropriate behaviour around school</p> <p>Poor work rate</p> <p>Not following the school Golden Rules, Lunchtime and Playtime Rules</p> <p>Minor one off physical behaviours, for example a push</p> <p>Minor challenges to authority</p>	<p>Adult will ask child to stay at the end of the lesson to discuss the behavior. The aim is to provide an opportunity for the child to understand the impact of their behavior and how to rectify it. A reflection time or removal from the situation may be given. Structured play arrangements may be made; eg playtime is not with the whole school. If it is persistently repeated then a letter will be sent to parents to arrange a discussion and a personalized plan drawn up with teacher, parent and pupil.</p>
Serious	<p>Sustained repetition of:</p> <ul style="list-style-type: none"> ● Deliberately hurting others ● Fighting ● Bullying ● Racism ● Vandalism ● Inappropriate language e.g. swearing or blatant rudeness ● Behaving dangerously 	<p>Leadership team involvement</p> <p>Meeting with parents at leadership level</p> <p>Risk Management Plan / Pastoral Support Plan if sustained</p> <p>Restorative Justice may be employed to rebuild relationships</p> <p>Risk Management Plan /Pastoral Support Plan</p> <p>Possible EHCP procedure</p> <p>Possible Fixed term exclusion</p> <p>Possible permanent exclusion may be considered</p> <p>Involvement of outside agency</p>

Appendix 5: Time Out Reflection Sheets

Key Stage 2 Time Out Reflection Sheet

Name:

Date:

What happened?

Who was affected? (Children and adults)

Why is this behaviour not acceptable?

What do you need to do now to make things right?

Signed:

Stop and think sheet

I felt



What happened?

What can you do differently next time?

Name:

Date:

Appendix 5: Risk Reduction plan, Roots and Fruits document, Anxiety Mapping Tool, Risk Assessment Calculator and Risk Management Plan

Risk Reduction Plan

School	Child's Name
DOB	Year Group
Date of plan	Plan Co-ordinator

Strengths	
Praise points	
Known Triggers	
Strategies to be avoided	

Key behaviour resulting in potential harm	
Potential harm (detail)	

Build up of key behaviours / triggers	Risk reduction measures
Low level behaviours - -	Low level staff responses
Medium level behaviours - -	Medium level staff responses
High level behaviours	High level staff responses

-	
Debrief preferences	

Signatures of all involved in supporting child:

Parent / Carer:

Date:

Child (if appropriate):

Date:

Plan Co-ordinator:

Date:

Class Teacher:

Date:

Teaching Assistant/s:

Date:

Others:

Date

Roots and Fruits – completed version

Anti-social / difficult / dangerous behaviours

Pro- social behaviours

- *Leaving the learning environment.*
- *Refusing to engage in learning.*
- *Non-compliance with instructions.*

- *Engaged in their learning process.*
- *Remaining in the learning environment.*
- *Co-operative with instructions.*

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Bored / confusion / needs to be in control / lonely / insecure / frustrated / having fun / thrilled

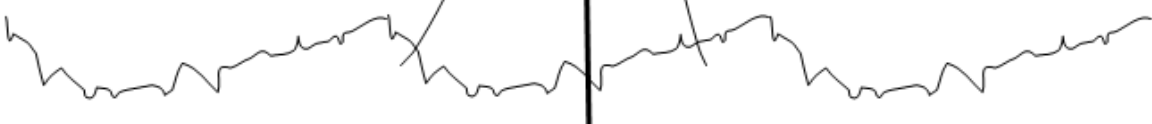
- *Calm / secure / comforted / happy / engaged / motivated / in control / important and valued / responsible*

Anti-social / negative Experiences

Pro-social / positive experiences

- *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.*
- *Staff unclear about likes and dislikes.*

- *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.*



Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is <u>hospitalisation</u> , significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Individual Risk Management Plan (Doc 1)

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Appendix 6: Incident Form

Date of incident:	Time:	Name of pupil:
Where incident took place:	Other children involved:	Staff involved:
Description of incident:		

Have parents been informed?

Signed:..... Date:.....

Headteacher's signature.....

Appendix 7: Reporting Incidents Protocol

What is the purpose of incident forms?

- To have a record of an incident so that there is information of what happened, who was involved, where it took place and details of follow up.
- To identify patterns of behaviour. Are the behaviours escalating?
- The forms may be used for a range of purposes. If it is not written down, it did not happen.

When do I fill in an incident form?

- For named children who are being monitored specifically for their behaviour
- For children whose behaviour is escalating in terms of the incidents they are becoming involved in e.g. if a child is beginning to show a pattern of deliberately hurting others. It will be important to keep a log of incidents to build a history. The forms may be evidence required for further actions i.e. support for the child to manage their behaviour
- For those one-off incidents which are deemed to be serious e.g. deliberately hitting another child or adult or damaging property. These may lead to further action being taken in line with our policy and in a worst case scenario, exclusion.

Following up an incident requiring an Incident Form

- 1) When an incident occurs which needs to be recorded, complete the form ensuring all of the boxes are completed.
- 2) The written record needs to be a factual record and there needs to be recording of anything said.
- 3) If another child/adult is involved and is hurt, complete an Accident Form (- kept in the orange box file in the staffroom). If the injury is serious e.g. a knock to the head or a hard punch which is causing the child discomfort, parents/carers need to be phoned. Parents/carers can be asked what they would like to do.

If the injury is serious an Accident & Incident Reporting Form will need to be completed. They are kept in the Office and this will be sent to DEMAT.

A copy of the Accident Form must be attached to the Incident Form. It is important that if there is any physical harm, there is follow-up to check that the person is alright.

- 4) If there is any damage caused to property, it must be photographed to show the extent of the damage and kept as a record with the Incident Form.
- 5) The class teacher of the child must be informed of the incident as soon as possible so that they can inform parents/carers. A copy of the incident form can be passed on to the teacher for reference, if necessary. If the incident is serious, the head teacher must be informed as soon as possible.
- 6) Be aware that an incident may lead to people feeling a bit shocked. It is important to check that everyone is feeling alright and that there is a time for a debrief to talk through the incident afterwards.
- 7) The completed Incident Form, with any accompanying information, is to be given to the head teacher so that it can be filed. These forms are kept on record for the duration of the child's time in school. They are passed on to the Secondary School.

It is important that an Incident Form and any other documentation is completed as soon as possible after the incident has occurred
