



Amington Heath Primary School and Nursery

Behaviour Policy

School Own Policy

Adapted by Charlotte Davies

Approved on: 18/01/2022

Review by: 18/01/2023

1. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.

Although this policy refers to the behaviour of children, we expect all staff to demonstrate the high standards we expect of our learners. This is in line with the teacher standards: *demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*

Our School Rules

Respectful

Responsible

Ready

Consistency in practice

All staff

1. **Meet and greet** children.
2. Refer to '**Respectful, Responsible, Ready**'.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **recognition board** throughout every lesson.
6. Be **calm** when going through the steps. Prevent before sanctions.
7. **Follow** up every time and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

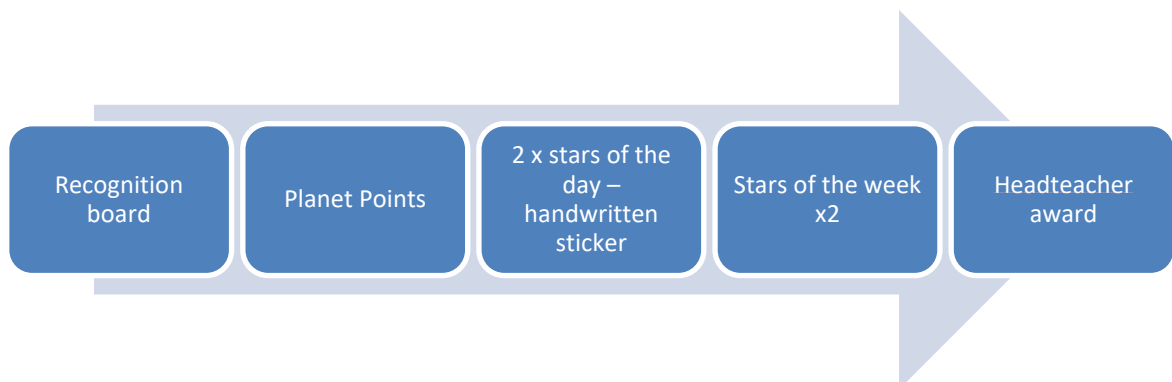
Senior leaders will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially lunch and break times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support others in managing learners with more complex behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice

Recognition and rewards for effort

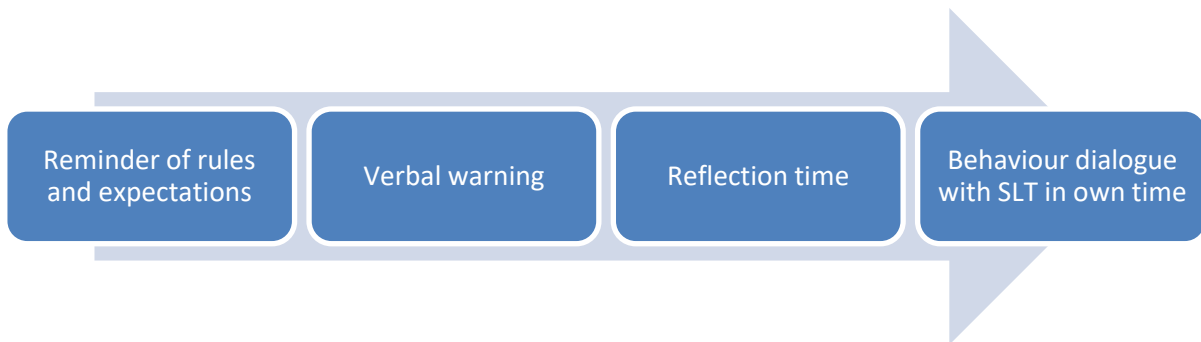
We recognise and reward learners who consistently follow our school rules or who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise or a sticker can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.



Managing behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*



Reflection time

- The learner is asked to take time away from others
- Time for the learner to calm down
- Generally 3-5 minutes
- Learner can consider next step
- Independent time
- Reflection time is always followed up later with a very short discussion about the incident

Behaviour dialogue

- Reflect, Repair and Reconnect
- SLT support colleagues to show a united front
- What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? What needs to be done to fix it?
- At this point, parents will be contacted to discuss the child's behaviour

If reflection time is unsuccessful, or if a learner refuses to take reflection time, they may be asked to go and work with a senior leader. They will then move to the next step to have a behaviour dialogue in their own time. Children who miss learning time for any reason may be asked to make up this lost learning during break and lunchtimes.

The process starts again with a clean slate at the start of every day.

Staff will always deliver sanctions calmly and with care. Where possible, this will be done without an audience. It is in nobody's interest to confront poor behaviour with anger. Avoid confrontation which can escalate a situation.

C ommunication – stance, posture, gesture, facial expression, intonation, scripts

A wareness and **A**ssessment – reading behaviour, anticipating what might happen, knowledge of plans

L istening and **L**earning – give time and space, allow pauses for take up time, give them a way out

M aking safe – objects, space, hotspots, safety response

Individual Behaviour Plans

On occasions, a learner may need an adapted approach and an individual behaviour plan may be required. We may seek the advice and support of outside agencies. It is always our aim to keep children in school and engaged with their learning but this cannot be at the detriment of others and their safety, Where an individual behaviour plan includes the possibility of exclusion, this will always be a last resort.

Restrictive Physical Intervention

Teaching and support staff at Amington Heath have had restrictive physical intervention training from Education Psychologist team. Some teachers and support staff have also had Team Teach training. All staff will use de-escalation strategies such as use of spaces, management of time. Changes to environment, stance and posture and facial expressions, whenever possible, however when needed RPI (restrictive physical intervention) may be used to ensure the safety of the child and others.

In the event of escalation behaviour, staff will always conduct a dynamic risk assessment. The intervention must be reasonable, proportionate and necessary.

Reasonable – How is this intervention in the best interests of the child?

Proportionate – Is it proportionate to the circumstances it is intended to prevent?

Necessary – If we wait, might it get better or is it likely to get worse?

Team Teach trained staff may use strategies such as the calming C, guiding C or beanbag seat. The beanbag seat may only be used with children below hip height. Minimum force is used for maximum care. Staff are not trained in holds or restraints. RPI is used for the minimum amount of time to make the situation safe

Any RPI is recorded on CPOMS and includes: what has happened, the dynamic risk assessment, intervention used and why, witnesses, other individuals involved, how parents have been informed, what needs to happen next. Incidents should be reviewed and used to inform individual behaviour plans and risk assessments.

In an emergency situation staff who are not TeamTeach trained may use RPI to ensure the safety of a child using the principles of reasonable, proportionate and necessary.

Individual Risk Assessments

Children with individual behaviour plans where RPI may be needed should have an individual risk assessment outlining the risk and details of planned and agreed positive preventative strategies. The risk assessment is written with and agreed by parents and is shared with all staff who work with the child. Incidents related to the plan are recorded on CPOMS and inform future reviews.

Here to Help Protocol

At Amington Heath all colleagues to support, guide, model and show a unified consistency to the learners. When a member of staff is dealing with challenging behaviour staff follow the 'Here to Help' protocol.

A member of staff approaching the situation will offer support by saying 'Here to help'. The staff member may accept or decline that help. However, if the approaching staff member feels they can offer something (correction to policy, further information, a better relationship etc) they say 'more help needed.' The member of staff MUST listen to that staff member and accept the help being offered. This may involve taking charge of the situation.

The 'here to help' protocol is an essential part of teamwork to keep children and staff safe.

Five step approach

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripted interventions
5. Restorative follow up

Scripted Intervention

I noticed you....(are distracting Fred, wandering around, threw that rubber)

It was the rule about that you broke.

You have chosen to (follow sanctions)

Do you remember last week when ... (you got star of the week, wrote that amazing story)

That is who I need to see today.

Thank you.

Behaviour Dialogue

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected and how?

What should we do to put things right?

How can we do things differently in the future?

Exclusion Procedures

Listed below is a 'Level' procedure of exclusion consequences the Headteacher will use to respond to pupils who have chosen to go beyond the levels of the system above (Consequences system):

LEVEL 1:

1st and 2nd fixed-term exclusion (typically 1-3 days)

Parent(s) or carer(s) contacted and informed of the exclusion as soon as possible after the incident.

School Administrator prepares Exclusion Level 1 letter for Headteacher to sign

School Administrator posts/hand delivers letter to parents and puts a copy in the child's files.

Headteacher will complete the following actions:

Headteacher meets the child with parent(s) / carer(s) following the exclusion and before the child is readmitted to school.

The Behaviour support manager and Headteacher agree and implement Individual Behaviour Programme or risk assessments with the child and the parent(s) / carer(s).

LEVEL 2:

3rd fixed-term exclusion (typically between 2-5 days);

Same process as Level 1

Headteacher discusses case with Local Authority Senior Officer and a possible meeting will be called with parents and Senior officer to discuss any other options available for the child to access learning – one to one, restricted timetable, managed move etc.

LEVEL 3 – PERMANENT:

Permanent exclusion – the child's place at school will be terminated.

Same process as Level 1

Headteacher informs Local Authority Senior Officer

The Headteacher will usually work through Levels 1-3 in order. In the case of serious incidents, the Headteacher is authorised by the Governing Body to use whichever Step she deems appropriate.

SEN and behavior

Where a child has identified Special Educational Needs (typically documented by a EHC plan) or there are serious child protection concerns which would likely place the child at risk of serious harm if permanently excluded, the Headteacher may refer a case to a Pupil Discipline committee of the Governing Body and to the Inclusion team at Staffordshire county Council to determine whether a permanent exclusion is appropriate.

Any children with specific behavioural needs will work with the Inclusion manager and FSW for a tailored behaviour plan/risk assessment where required.

Behaviour management in pre nursery (Little Learners)

We will always acknowledge good behavior. When children are staying within boundaries, respecting others, controlling their feelings, we must tell them that they are being good, or that they are playing well together, or that they have been patient waiting for their turn etc. This will show children this is the type of behavior that we want and like.

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Sharing, taking turns and negotiation will be encouraged.

In order to achieve this:

- (a) Staff will establish clear boundaries according to the child's level of understanding and maturity.
- (b) All staff will ensure that the rules are applied consistently, through consultation with children so that they have the security of knowing what to expect and can build up useful habits of behaviour.
- (c) Staff, volunteers and students will endeavour to be good role models for the children to observe.
- (d) Staff will praise and give positive feedback to encourage behaviour such as kindness and willingness to share and help children find solutions to deal with conflict.
- (e) Verbal praise is given to children by staff when they either spontaneously or on request

perform an act or words which are considered helpful, considerate, courteous, independent, or have produced work or have done something without being asked that has been encouraged in the past.

- (f) Staff take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- (g) In the unusual case of a child regularly displaying anti-social or disruptive behaviour extra effort is made by staff to praise good behaviour, however trivial, is reinforced and promoted.
Through staff training staff recognise that children are learning to deal with a range of emotions and feelings – and constructive solutions are found to acknowledge these feelings.

Linked policies

This policy and procedures should be read in conjunction with other related school policies, including:

Anti-Bullying Policy
Pastoral care policy
SMSC Policy
Safeguarding Policy