



EVERY CHILD, EVERY DAY, HAPPY TO LEARN

## Behaviour Policy

2021

### Key Safeguarding Personnel Contact Details

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## Behaviour Policy Principles

St Margaret's at Hasbury CE Primary School (SMAHPS) is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.'

### At St Margaret's we aim to:

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

### Purpose of the behaviour policy

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

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

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility

## Our Core Beliefs: Be Ready, be Respectful, Be Safe:

*Paul Dix Chapter 1,2 & 9*

Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe'. These rules are explicitly taught and modelled by all members of our school.

We believe that:

- Behaviour can change and every child can be successful;
- Positive, targeted praise is more likely to change behaviour than blaming and punishing;
- Reinforcing good behaviour helps children feel good about themselves;
- An effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve even more;
- Understanding each child's needs and their circumstances helps us to act in the fairest way possible for that child, at that moment;
- Visible consistency with visible kindness underpins everything we do;
- **When the adults change, everything changes**

## Curriculum

Through our curriculum we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

## Rewards and Sanctions:

*Paul Dix Chapter 3*

Rewards - We notice, value and celebrate good behaviour. We particularly notice when children (and staff) go above and beyond what we expect. We reward this through positive recognition:

- Verbal acknowledgement
- Post card home
- Celebration Assembly
- Stickers

- Class merits

- Class rewards

## Stepped Sanctions:

*Paul Dix Chapter 4 & 7*

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times.

When behaviour is displayed that falls below our high expectations, we will follow the stepped process:

1. Reminder: of the 3 simple rules of **Be Ready, Be Respectful, Be Safe**;
2. Caution: clear 30 second scripted intervention, delivered privately, making the pupil aware of their behaviour and clear communication of the consequences if they continue - see below;
3. Time out: short time outside of the room/area within the class, to one side for a few minutes to calm down, get different perspective
4. Repair: may be a quick chat at break time or a more formal meeting (**Appendix 2**).

## Scripted Interventions (Appendix 3)

*Paul Dix Chapter 6*

*30 second intervention:*

- Gentle approach, personal, non-threatening, side on, eye level or lower
- State the behaviour observed and which rule it contravenes
- Tell the learner the consequence, refer to previous good behaviour as a model
- Walk away from the learner, allow them time to decide what to do next. If there are comments, note them down to follow up later;

*30 second script*

- I noticed you are...
- It was the rule about...
- You have chosen to...
- Do you remember last week when you....
- That is who I need to see today...
- Thank you for listening.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the repair conversation, then the following guidelines should be used:

- Pupil is spoken to with the Deputy Headteacher or the Headteacher (usually in that order);
- Parents may be contacted;
- Parents may be called to school — if they are called then they must attend, even if the pupil has calmed down.

If there are regular occurrences whereby behaviour is falling below what we would expect, then the following will take place:

- SENCo: consider behaviour intervention and/or additional support. The team will refer to external agencies
- Begin monitoring to identify areas of concern /possible causes/appropriate targets;
- Parents contacted by teacher to inform them that behaviour is a cause for concern.

### **Responsibilities:**

*Paul Dix Chapter 10 & 5*

We expect all staff to:

- Identify the behaviour we expect
- Teach behaviour explicitly
- Model the behaviour we are expecting
- Practise excellent behaviour
- Notice excellent behaviour
- Create conditions for excellent behaviour
- Be consistent
- Be kind

All staff will:

- Meet and greet at the door
- Refer to 'Be Ready, Be Respectful, Be Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all pupils
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with pupils
- Never ignore or walk past pupils who are making poor choices— ask those involved if they need support; sometimes too many people can be overwhelming

Leaders will:

- Meet and greet pupils at the beginning of the day;
- Be a visible presence around the site and especially at changeover time;
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support middle leaders in managing pupils with more complex or entrenched negative behaviours;
- Use behaviour data to target and assess school wide behaviour policy and practice;
- Regularly review provision for pupils who fall beyond the range of written policies;
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

These are the visible behaviours exhibited by staff which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing', in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

### **Relentless Routines:**

*Paul Dix Chapter 1 & 8*

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- All adults will meet and greet pupils at the beginning of the day — there will be an adult at the door of every classroom to meet our pupils;
- Pupils and adults will be expected to demonstrate pride and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to Collective Worship, for example.
- When adults in school require the full attention of a class or group of children, they will count down from 5 and use key phrases such as 'eyes on me'. Pupils are taught to stop what they are doing, turn to face the adult and be ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- All adults and children will follow 'Fantastic Walking' (**Appendix I**) throughout the school site — at all times.

### **Support with Behaviour**

It is important for pupils to recognise their emotions and outcomes and learn to self-regulate their own emotions and behaviours. They need to recognise when they are upset or bored or perhaps just avoiding work and understand how their behaviour affects others. It is powerful when pupils discover how to manage their own behaviour and emotions rather than having an adult direct it for them. We teach pupils good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress; tools which will support them in later life.

### **Visual Timetables**

All classrooms at St Margaret's Primary School have a prominent, interactive class visual timetable that is referred to throughout the school day. It is an important teaching tool, helping to:

- Develop memory and recall skills. Seeing the structure of the day can help with memory skills for pupils who think better in pictures than in verbal language
- Teach organisation and independence skills. Pupils self-check what they should be doing and where they should be

- Reduce challenging behaviours. Pupils learn to navigate their day by showing lessons, calm or choice times, sensory breaks, and home time. This helps to reduce stress and anxiety.

Some Pupils may also need individual timetables to refer to and/or Now and Next boards.

## SEMH Pathways

Additional support for children with social, emotional and mental health difficulties may require further support throughout the day. They may need a more individualised visual timetable or an individualised curriculum. They may benefit from the use of a task management board to enable them to visualise what is coming next to support with transitions. School may feel it is beneficial to share social stories with children and their families to support with transitions or to liaise with parents to use transitional objects. The use of nurture activities and the support of a key adult may be organised.

## Reduced Timetables

(SMAHPS) takes its statutory duty to provide full time education for all pupils according to their age, aptitude and ability, taking into account any special needs seriously. However, in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a child's individual needs. A reduced educational provision is not treated as a long-term solution nor is it used as a sanction or as a behavioural management tool.

### When might a reduced educational provision be considered?

A reduced educational provision is only put in place in exceptional circumstances, where every other avenue to ensure a child receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

1. as part of a planned re-integration into school following an extended period out of school due to exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools.
2. as a temporary intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to co-ordinate with therapeutic intervention or other services.
3. put in place as a method of managing pupils at risk of exclusion. The agreement will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

At (SMAHPS) we will:

- only introduce a reduced timetable as part of a planned strategy that is taken in the best interests of the child and attracts the understanding, approval and written agreement of parents/carers or in the case of a Looked After Child, the allocated social worker;
- only introduce a reduced timetable with the principal purpose being the successful reinstatement of the child's full-time school attendance, re-integration and inclusion;
- provide appropriate work for the child when not in school which is reviewed and relevant feedback provided where appropriate;

- liaise with parents/carers to identify the purpose of a reduced timetable, clear time limits, with a clear target of resuming full-time attendance, preferably over a period in which the time in school increases steadily and incrementally. However, it may be that the amount of time in school cannot be increased incrementally initially but rather the expectations of the child whilst in school changes, depending on individual needs. Parents/carers will be asked sign to confirm they are in agreement with the reduced timetable.

## **Unacceptable/Extreme Behaviours**

Some children exhibit particular behaviours based on adverse childhood experiences (ACEs) and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child and identify the level of support needed by the pupil and put this provision in place.

## **Unacceptable Behaviours**

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs, a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

## **Unacceptable behaviours may include:**

- • Violence (i.e. physical contact made with the intention to harm);
- • Persistent taunting, teasing and bullying behaviour;
- • Stealing;
- • Spitting;
- • Swearing;
- • Disrupting learning.

## **Extreme Behaviour**

When dealing with an episode of extreme behaviour, a pupil may need to be positively handled if either themselves or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

## **Physical Attacks on Adults**

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for additional support if needed.

Staff who defend themselves will have the full support of the Senior Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in Positive Handling should hold or guide a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and should be recorded on CPOMS. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover.

Parents will be informed when a child has had to be positively handled.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults, to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but, as adults, we still need to show compassion and care for the child. Exclusions will only happen once we have explored all avenues of support and have created a plan around a child and are sure that the situation was de-escalated and could not have been prevented.

## Recording Behaviour Incidents

*Day to day classroom management*

- *Reminder, Caution, Time out, Repair*
- *If it gets to Time Out stage, a reflective conversation should take place, once the child is calm.*
- *This will be recorded on CPOMS*

## Persistent Behaviour

Persistent behaviour will be identified through monitoring the recording of the behaviour incidents. The SLT will make a decision as to what support and intervention needs to be put into place to support the pupil further. This may be through the implementation of an Individual Behaviour Plan (IBP), establishing a Parenting Contact or a referral to the SENDCo with a view to placing the pupil in the SEND register and putting extra support and intervention in place, including the involvement of relevant outside agencies and/or a risk reduction assessment may be undertaken.

## Exclusion (Fixed Term & Permanent)

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

- Long-term or repeated misbehaviour that is not responding to strategies in place, where there is a serious breach of the school's behaviour policy and the safety and learning of others is being seriously hindered. The pupil may be considered to have SEN and the procedures for meeting those needs are set out in our SEND Policy;
- The risk to staff and other children is too high;
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting, where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.

## The Role of the Parent

Active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor behaviour issues.

## **Beyond the School Gate**

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

Our policy covers any inappropriate behaviour when children are:

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

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

## **Out of School Behaviour**

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

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

## **Application and scope of this policy**

This behaviour policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

## Monitoring and Evaluation

The school's Senior Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Board. The Senior Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Senior Leadership Team and in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

## Appendix I

### *Fantastic walking/movement in and around school*

- Pupils are taught to walk around the school with a sense of pride. Our routine of Fantastic Walking is: walk tall, head up, chin up, chest out with a purposeful stride and hands behind their back.
- All movement in and around school should be purposeful.
- Pupils following the expected routine should always be recognised with a response such as: **'Thank you' or 'That's Right.'**
- Pupils not behaving appropriately should be encouraged to do so with a scripted response: **'You know the rule for walking around school. This is how we do it here. Fantastic Walking. Thank you for listening.'**
- If the pupil responds positively, this should be recognised with a positive comment: **'There you are, you can walk sensibly. Well done!'**
- Pupils observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded.

### *Movement around school - suggested procedures for large groups*

- Call the group together
- Give out any instructions and set expectations.
- Make sure all pupils are settled before setting off
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a pupil to hold the door for others to pass through
- Walk on the left-hand side of the corridor
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of steps etc.

### *Movement around school - suggested procedures for individual children*

- Choose appropriate individuals for messages
- Make sure messengers know that they can enter any classroom
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work what is expected of them as they move around the school. Ensure that they do know where they are going.

## Appendix 2

### *Reparation Meeting*

- A reparation meeting with the teacher and pupil should take no longer than 5 minutes and cannot be delegated to a colleague.
- It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson.
- Reparation will not give the adult the instant satisfaction that comes from punishment. It will give a platform to build relationships that change and improve behaviour for the long term.

A good reparation meeting is often structured in 5 steps. Choose from:

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

If pupils clam up:

- o Ok, imagine if there were...
- o 1-10 how angry were you?
- o I can see that you aren't quite ready to talk...

**Behaviour follow up is everything!**

## Appendix 3

### *Intervention Scripts - Effective 30 Second Interventions*

1. Gentle approach, personal, non-threatening, side on, eye level or lower
2. State the behaviour that was observed and which rule/expectation/routine it contravenes
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour
4. Walk away; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later
5. Look around the room with a view to catch somebody following the rules

### *How to land a difficult message, softly:*

- Remind the learner of their previous good behaviour
- Challenge their negative internal monologue 'You can do this, keep trying'
- Thank the child for listening
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact
- Use a soft, disappointed tone
- Remind yourself that the sanction is a consequence not personal retribution
- Walk away as soon you have finished speaking

### *Refocusing the Conversation*

When learners try to argue, shift the blame, or divert the conversation you can calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading.

The more calmly assertive you are in delivering this repeat the more effective it will be.

Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

## Appendix 4

### *A Model of Positivity*

- Smile!
- Convince your class that there is no place that you would rather be
- Find out what makes a learner feel important, valued, like they belong
- Reward learners for going 'above and beyond' expectations, not simply meeting them
- Let children lead learning, share responsibility, delegate jobs
- Mark moments with sincere, private verbal praise
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour
- Show learners their ideas and experiences have real value
- Ensure your mechanism for positive referrals is individualised
- Catch learners doing the right thing
- Use subtle, private praise and reinforcement
- Differentiate the way you celebrate achievement — not everyone wants to feel famous but everyone wants to feel important
- Class displays and classroom environments that scream high expectations
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't

## Appendix 5

### *Habits of Adults who Manage Behaviour Well:*

- They meet and greet
- They persistently catch individuals doing the right thing
- They teach the behaviours that they want to see
- They teach learners how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners

## Appendix 6

Our Rules	Visible Consistencies	Over and Above Recognition
<p>1. Be Ready Try and listen to instructions</p> <p>2. Be Respectful Try to use kind words</p> <p>3. Be Safe Try to keep hands and feet to yourself</p>	<p>1. Daily meet and greet</p> <p>2. Persistently catching children doing the right thing</p> <p>3. Picking up on children who are failing to meet expectations</p> <p>4. Accompanying children to the gate at the end of every day</p> <p>5. Praising in public (PIP), Reprimanding in private (RIP)</p> <p>6. Consistent language</p>	<p>1. Certificates</p> <p>2. Stickers</p> <p>3. Phone call/text home</p> <p>4. Verbal praise</p> <p>5. Notes home</p> <p>6. SLT praise</p> <p>7. Class merits</p> <p>8. Show work to another adults</p> <p>9. Visit to HT</p>

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Safe) refer rule to value</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table / go to the quiet area etc ..... ) (learner's name),</p> <p>Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>

<p>3. TIME OUT</p>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to another table)</p> <p>Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adults in front of the child*</p>
<p>4. FOLLOW UP – REPAIR &amp; RESTORE</p>	<ol style="list-style-type: none"> <li>5. What happened? (Neutral, dispassionate language.)</li> <li>6. What were you feeling at the time?</li> <li>7. What have you felt since?</li> <li>8. How did this make people feel?</li> <li>9. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

## Behaviour Procedures 2021

*Good behaviour emanates from a stimulating and exciting curriculum. St Margaret's at Hasbury CE Primary School acknowledges the need for clear behaviour procedures in order to sustain consistent approaches from all staff. The following routines must be the cogs, the consistencies that all staff adhere to in order to maintain a happy, caring and safe learning environment. Children should be reminded of classroom practice by **positive correction**.*

*All adults will:*



- *Meet and greet all learners with a smile*
- *Have a calm demeanour, demonstrating calm and consistent adult behaviour*
- *Use countdown in order to get the class ready for instruction*
- *Set the class to work (use TROGS)*
- *Time and task. Give the time/deadline before the task.*
- *Resources - what do individuals/groups need for the task?*
- *Outcomes - what do you want to see at the end of the time/session, or what is the success criteria or expected outcome agreed with the class?*
- *Grouping - individual work in silence, paired work, groups, seating arrangements etc.*
- *Stop signal - a reminder that you will use the countdown when you want to speak to them as a class.*

*Children receive individual rewards such as praise, stickers and house points for high effort and positive demonstrations of the school's Christian values and school rules. The class also receives class merits. These can be given by any adult when children show unity, follow the school rules and are active roles models for(SMAHPS) . Once the class reaches 100 merits they receive their class award (agreed on prior to starting the count to 100, pizza party, extra play, dvd session etc).*

*Children are also rewarded at lunchtime, by lunchtime supervisors. Children are rewarded with stickers, certificates, 'ask what I have done today' slips. Children are thanked in a special assembly.*

*Where children are not following instruction or are **disrupting learning** they will be given the opportunity to reflect and correct their behaviour through the stages listed below.*

1. *Reminder: of the 3 simple rules of **Be Ready, Be Respectful, Be Safe**;*
2. *Caution: clear 30 second scripted intervention, delivered privately, making the pupil aware of their behaviour and clear communication of the consequences if they continue - see below;*
3. *Time out: short time during break time for a few minutes to calm down, get different perspective*
4. *Repair: may be a quick chat at break time or a more formal meeting (Appendix 2).*

### ***Stage 1 (Reminder and Caution )***

*Reminder of the 3 simple rules of **Be Ready, Be Respectful, Be Safe**. Children can receive up to 2 verbal warnings. It is important children are reprimanded in private, a subtle, clear message (scripted intervention)*

### ***Stage 2 (Time Out and Repair)***

*If after 2 warnings the child has not corrected their behaviour the child will miss 5 minutes of their playtime. EYFS children are to be seated in a reflection space. A dialogue with parents must take place and CPOMs updated.*

*Chat a breaktime/lunchtime or a more formal meeting*

### ***Stage 3 (internal/external fixed term exclusion)***

#### ***Children will reach stage 3 if they:***

*Are verbally abusive towards a child/ adult*

*Physically harm a child/ adult*

*Damage school property with intent*

*Use racial incidents (adult has investigated the incident and is sure it is racial)*

*Use homophobic incidents (adult has investigated the incident and is sure it is homophobic)*

*Use offensive/foul language towards a child/adult, in a manner which is abusive.*

*Fail to calm down repeat defiance/rudeness to staff.*

*HT/DHT will meet with parents to discuss the behaviour, discuss expectations, ensure understanding of the expected behaviours and discuss what support school has already put in place and what will be put in place to further support the child. At this point it might be felt that the child needs to go on a behaviour plan issued by HT/DHT in consultation with the SENCo or Inclusion Manager.*

#### ***Possible endorsements for stage 3 will be one of the following:***

*Break time reflection/reflections*

*Lunchtime reflection/reflections*

*Removal from class for a session*

*Removal from class for half a day*

*A days exclusion from school*



### *Appendix - POSITIVE HANDLING PLAN*

Child's Name:	Date of Plan:	Review Date:	
What does the behaviour look like?			
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	
What are common triggers?			
De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversions and distractions			

**Any medical conditions to be taken into account before using Physical interventions?**

De-escalation skills

Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
<b>Other</b>			

Who has been informed/Where has the incident been recorded?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a **SERIOUS INCIDENT REPORT** has been completed.

Teacher:	
Parent/Carer:	
Student:	
Educational Psychologist:	
Social Service (if applicable):	
Headteacher:	



## Appendix - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. Definitions

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

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

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

violence or injury

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

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

out of a classroom

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

#### 2. The Legal Position

##### **Who can use reasonable force?**

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

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

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

3. When can physical force be used?

**Schools can use reasonable force to:**

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

Prevent a pupil:

- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

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

The school will record all serious behaviour incidents and any restraints on CPOMs