**Highfield Hall Behaviour for Learning Policy**

This policy is the Behaviour for Learning policy, as we recognise that children are learning all the time, both in the classroom and when outside. Whether the learning is academic or social, children have the same rights.

Every member of the Highfield Hall community should feel valued and respected, built on mutual trust and kindness. We should all treat each other fairly and well. The main purpose of this behaviour policy is to emphasise the importance of good relationships in helping everyone in the community to flourish. The school has number of simple rules which are set out in this document. This behaviour policy applies to all members of the school - teaching staff, support staff, pupils and parents/carers – as we recognise the importance of working together to promote a safe, happy, learning environment.

We believe in children taking responsibility for their own actions, and working closely parents to ensure high standards of behaviour. Whilst certain behaviours will be encouraged through rewards and sanctions, we hope that children will develop the intrinsic motivation to want to show good behaviour for learning. “It is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave” (Improving behaviour in schools; EEF (2019).

We recognise that behaviour may relate to wider issues and can encompass things such as safeguarding, pupil health and safety, bullying, Special Education Needs and Disabilities, and other home circumstances. This document should therefore be read in conjunction with other policies in the school, including the anti-bullying policy.

**Our ethos:**

* At Highfield Hall we recognise that all children are different.
* We recognise that it is important to make it clear that we will always like and care for the children in our school, even when we do not like their specific behaviour.
* Some children’s additional needs make it harder for them to adhere to the expectations for pupils in school. However, we also recognise that the expectations we have are so that all children in school can be happy, safe, and can learn to the best of their ability, and therefore these expectations should not be lowered.
* Expectations, consequences and support will be based on the age and stage of the child.
* The consequences and support for a child with additional needs may be different, but the expectations will be the same; being fair is not about everyone getting the same, but getting what they need.
* Behaviour management will, as far as possible, be positive and proactive. It will be based around our core values and phrased in a positive way, with a tiered offer of support for those struggling to meet our expectations.
* Behaviour management strategies for negative behaviour (reactive) should aim to teach children how to make better choices in the future, rather than be ‘punishment’. Some of the consequences will lead to children missing playtimes / lunchtimes, but this should be so that they can engage in restorative practices, not simply to ‘punish’ the child.

**Our CARE Behaviour Values**

At Highfield Hall we CARE! Our core behaviour values show that we are:

**C**ompassionate

**A**spirational

**R**espectful

**E**motionally Healthy.

|  |  |  |  |
| --- | --- | --- | --- |
| **Compassionate** | **Aspirational** | **Respectful** | **Emotionally Healthy** |
| We think about other people’s feelings and are kind  We understand people have different needs  We recognise when people need help, and help them when it is a good time  We look after other living things | We always work to the best of our ability  We make sure we have the right resources  We ask for help if we need it (with learning or with my emotions)  We try to be a good role model to others  If we can’t do something yet, we will work hard until we can  We complete homework on time | We say please and thank you  We hold doors open for adults  We talk kindly to other pupils and adults  We say good morning/ afternoon to adults  We look after the school building and property | We recognise and can name our own emotions  We know some things we can do to make ourselves calmer  We recognise how others might be feeling from how they act  We know what’s good about us and that we are awesome |

We know that we CARE so that we and other children are happy and able to learn. We know that if you respect someone, you have a good opinion of their character or ideas. We know that being accountable means being able to be trusted to do the right things that are expected of you without supervision.

We know that pupils who do not follow the Core Behaviour Values and the school rules will have a consequence for this.

**The ‘Why?’**

At Highfield Hall we want our children to develop all of our Core Values throughout their time with us. In order to build these values, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are compassionate, accountable, respectful and emotionally healthy. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in ‘Running The Room’, the process for teaching behaviour explicitly is as follows - 1. Identify the routines you want to see 2. Communicate in detail your expectations 3. Practise the routines until everyone can do them 4. Reinforce, maintain and patrol the routines constantly.

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

**Adaptations**

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils’ ages and individual pupils’ SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum. If children’s needs mean that the whole school approaches are not appropriate for them, they will have a personalised behaviour plan. There will still be consistently applied consequences for not following rules, but the rules and consequences may be adapted.

**Overview of Content**

Induction to school: Before children join our Nursery or Reception, or if they join mid-year, parents and children are given a full induction to the Behaviour Core Values and how we show those in school. Nursery and Reception in particular spend much of the start of each term explicitly teaching these behaviours.

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| All Year Groups from Nursery to Y6 | Explicit teaching of the full Highfield Hall behaviour curriculum content | Ongoing revision of content | Longer recap of the Highfield Hall behaviour curriculum | Ongoing revision of content | Longer recap of the Highfield Hall behaviour curriculum | Ongoing revision of content |

**Consistency**

Applying high expectations, rewards and sanctions consistently is the key to a positive behaviour system in school. Staff should ensure good routines for their classroom and for when their children are around the school.

These expectations are reinforced through assemblies and positive interaction with children, drawing attention to the behaviour we hope to see. Where there are routine activities (i.e. things which happen regularly) these will be as tightly defined as possible. It is everyone’s responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

**Respect Means Showing Good Manners**

Know that we use ‘STEPS to politeness’ at Highfield Hall to make sure we are always polite to each other Know that this stands for:

* **S**ir and Miss: Pupils know that they must use a teacher’s name, or Sir and Miss when talking to members of staff
* **T**hank You: Pupils know that they should say ‘thank you’ when they receive something or someone does something nice for them.
* **E**xcuse Me: Pupils know that they should say ‘excuse me’ if someone is in their way
* **P**lease: Pupils know that they should always say ‘please’ when they are asking for something.
* **S**tep aside for adults: Pupils know that they should step aside to let adults pass if needed.

**Our Routines**

**At the start of each session we:**

* Sit quietly in our seats and follow our brain break routine (this helps have a regulated and calm start to each session)

**When coming into assembly we:**

* Move through school following our routine.
* Wait in single file on the corridor in silence.
* Walk in in a straight line with our hands by our sides.
* Stay standing until we are told to sit.
* Sit with our legs crossed and our hands in our laps or on our knees.
* Sit facing forward, looking at the person who is talking.
* Put our hand up if we have a problem.

**Adaptations** for assembly include: Some children not having to attend all assemblies, ear defenders, agreed ‘fidgeting’ strategies.

**On the corridor with our class we:**

Know that we walk around school using ‘Fantastic Walking’

Know that Fantastic Walking means:

* Facing forwards
* Walking at a steady pace
* In a straight line, with a gap between you and the person in front
* Walk without leaning on the walls
* With hands by your sides
* Without talking unless it is to an adult.
* Say good morning or good afternoon to any adults
* Pause to allow adults through doorways

**On the corridor on our own (e.g. at lunchtime) we:**

Know that we walk around school using Fantastic Walking

Know that Fantastic Walking means:

* Facing forwards
* Walking at a steady pace
* In a straight line without leaning on the walls
* With hands by your sides
* Walk on the left hand side
* Say good morning or good afternoon to any adults
* Pause to allow adults through doorways

Know that when we move around school we walk on the left of the corridor, and use the hand rails when going down the stairs. Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

**In the cloakroom we:**

* Know where our own peg is
* Wait for a space before moving to our peg
* Hand our belongings on the peg with nothing hanging on the ground
* If we see anything on the floor we hang it on a peg

**In the toilet we:**

* Walk to the cubicle or urinal
* Act responsibly by not standing on the toilet seats, handles or towel holders
* Show respect by not looking over or under other cubicles
* Leave the toilet in the same state as we found it (use a small amount of toilet paper and toilets should be flushed after you have used them).
* Wash out hands
* We put paper towels in the bin, including any that have fallen on the floor

**In the dining hall we:**

* Queue up in a calm and polite manner
* We say please when asking for food, and thank you when we have received it
* We walk calmly to our table and sit on our chairs
* We show good manners by using a knife, fork and spoon
* We put our hand up if we have a problem
* We put our hand up to ask if we can be excused to go and play
* We tidy up after ourselves – we pick up any dropped food, and put the things we have used away (packed lunches or trays)
* We walk from the dining hall all the way to outside using Fantastic Walking.

**On the playground we:**

* Keep the concrete under our feet (avoid sliding down the handrails, going on the grass unless told to, or sit on the walls)
* Know that we must play safely without hurting anyone.
* Know that we do not ‘play fight’ because we may hurt someone by accident.
* Know that we must be kind, by including people in your games and sharing equipment.
* Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
* Know that we should not scream when playing together at playtime.

**End of playtime / lunchtime routine**

* At the bell we tidy any toys/put balls away
* At the first whistle we freeze in silence
* At the second whistle we walk quickly and quietly to the to the line
* We find our space in the line in our order, ensuring that we are standing at a suitable distance from the person in front
* At the third whistle we stand in silence with our hands by our sides.

**Classroom Routines**

Each teacher will set out their classroom routines, which can be shared with any other adult who is in the classroom. These routines may differ from class to class, but each class will have an explicit routine for:

* Transition into class in the morning and the first tasks of the day.
* Routines for handing out books or equipment.
* Routines for using the toilet.
* Routines for the end of sessions, and getting ready for break and lunch.
* Routines for the end of the day.

We:

* Know the order that we always line up in.
* Know who we stand in front of and who is behind us.
* Know that we should line up without leaning against the walls while moving around school.
* Know the routine for entering the classroom and getting ready to work.
* Know where we sit in class during lessons (including ‘carpet places’)
* Know where to hang up our coat.
* Know that we should try to avoid going to the toilet during lessons.
* Know that you need to get equipment out ready for the lesson and to look after it.
* Know that any deliberate damage to school equipment will incur a consequence.
* Know the routines for responding to a question or participating in discussion.

**Scrips**

To hep with consistency and to remove the emotion from interactions, we use scripts to remind the children of our behaviour expectations.

**On the corridors:**

“Stop. I’ve noticed that you were not…. please go back and try again. Thank you.“

Example: “Stop. I noticed that you are talking when we should be silent. That is not respectful to others on the corridor. Please go back and try again. Thank you.”

**Reminder:**

I noticed that you chose to… (noticed behaviour)

This is a reminder that we need to be compassionate/accountable/respectful/emotionally healthy

Reminder of the right choice.

Thank you

Example: I noticed that you chose to shout out your answer. That is not respectful to others in the classroom. Please put your hand up if you have an answer. Thank you.

**Warning:**

I noticed that you chose to… (noticed behaviour). This is the second time I have spoken to you. Please

Do you remember when…. (model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices. Thank you.

Example: I noticed that you are not ready to do your work and this is the second time I have spoken to you. This is not respectful and so you need to move to the Mind Up are for turnaround time, or you will be choosing to finish it at playtime. Do you remember yesterday when you started your work straight away? That is the behaviour I would like to see. Thank you.

**Reflection time:**

I noticed that you chose to… (noticed behaviour). You now will need to spend time reflecting on your behaviour with turnaround time.

Example: I have noticed that you have still not started your work. That is still not respectful. You have now chosen to have some turnaround time – this is a chance for a fresh start and to make better choices. I will then come and speak to you then about how we need to behave next time.

**Reflection time:**

I noticed that you chose to… (noticed behaviour). You now will need to spend time reflecting on your behaviour at break/lunch time and take a white card home.

Example: I have noticed that you have still not started your work. That is still not respectful. You have now chosen to complete your work at break/lunchtime and will receive a white card. I will come and speak to you then about how we need to behave next time.

**Follow up, repair and restore**

‘Comic strips’ can be used for visual support if helpful (e.g. for younger children or those with additional needs).

What happened?

How were you feeling at the time?

What have you felt since?

Who has been affected and how did this make them feel?

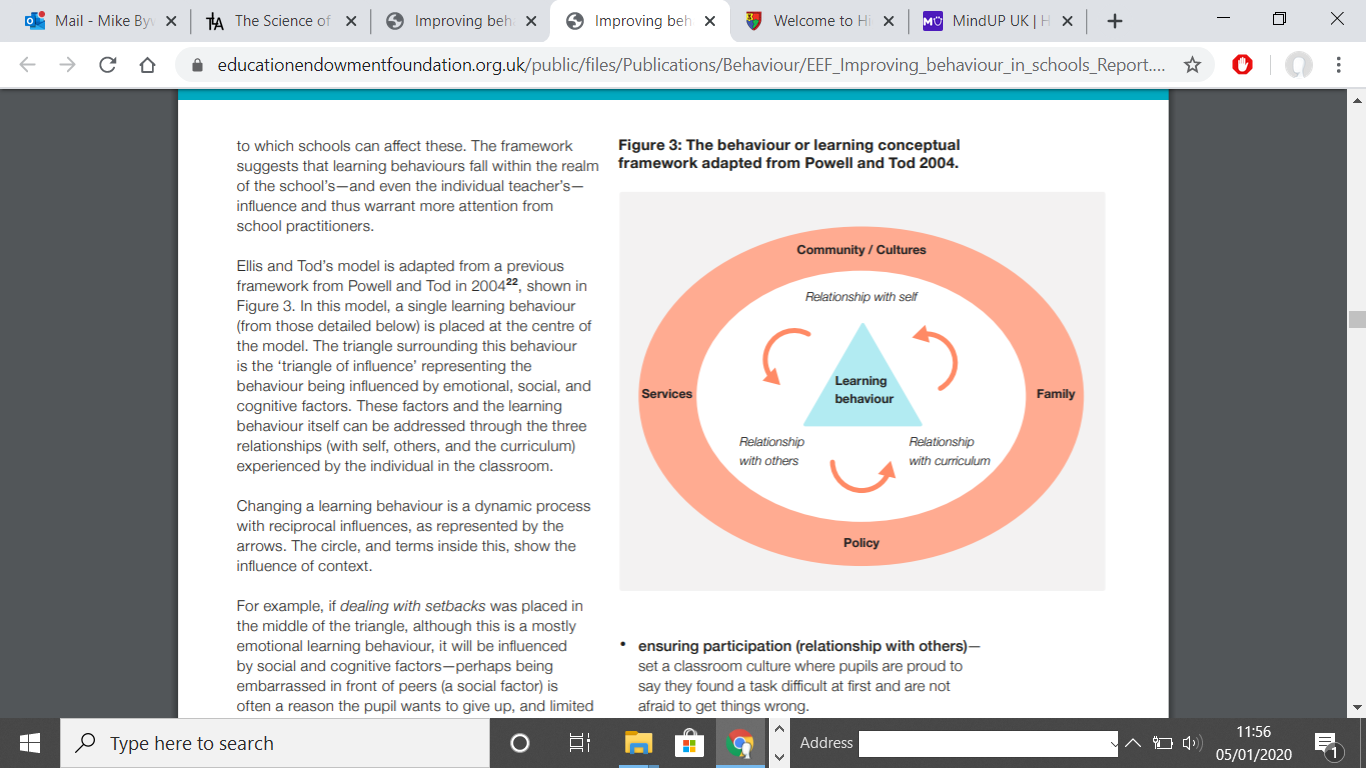
What do you need to do to start putting things right/do things differently?

**Parental Involvement**

We are very lucky in that the parent and carers of Highfield Hall are very supportive in helping children to understand the consequences of their behaviour. We will always try to be open in our communication with parents, informing them of their children’s positive behaviour in school as well as any issues (either persistent low level issues, or more serious negative behaviour).

**Proactive Strategies**

The learning conceptual framework (Ellis and Tod, 2004)



**Engagement with Learning and the Curriculum**

Positive behaviour for learning will be encouraged through an engaging curriculum, pitched appropriately for the children using Assessment for Learning (AfL) strategies. Whole class strategies for engagement such as a no hands up approach and whole class responses (e.g. on mini-whiteboards), and a dialogic approach (talk for learning and talk through learning) will help to ensure that children are all engaged.

**Positive Recognition**

Positive behaviour (exemplifying the core values) will be recognised in a number of ways. There is evidence that a 5:1 ratio (for every criticism or complaint the teacher issues, they should aim to give five specific compliments, approval statements and positive comments or non-verbal gestures) has a positive impact on behaviour. Recognition includes:

* Genuine, specific praise – for behaviour and for learning (and learning attitudes)
* Non-verbal signals, e.g. a smile or thumbs up
* Sharing work with other adults (e.g. a year group partner, SLT member or Dr Bywaters)
* Assembly certificates
* Teachers to choose 1 behaviour to focus on for the week for the classroom (e.g. not shouting out) and one for outside (e.g. being a ‘good sport) – linked to whole class rewards.
* Whole class reward system (e.g. marbles in the jar) – once completed the class will get a reward (shorted term for KS1, e.g. weekly extra playtime, longer for KS2 e.g. half termly film).
* House points building to reward each half term (e.g. that house can have a non-uniform day)
* Green cards (also worth 3 HP) – these are for going ‘over and above’, and go home to parents. Staff to give out around 6 per day. Any child getting 10 in a half term gets an additional treat.
* ‘Hot chocolate Friday’ – reward for ‘always’ children (possibly quieter children who just always get on with doing the right thing).

House points will be the main ‘driver’ of positive rewards in school, alongside the celebration assemblies every Friday. House points should be awarded for showing the core values; we will work to make sure that house points are given out consistently across the classes.

Other recognition can come from being given positions of responsibility, for example being a member of the school council, being a monitor, being a play leader, or taking on a role within class.

**Reducing Anxiety and Social, Emotional and Mental Health Issues**

We have a tiered approach to mental health and wellbeing in school. All children will complete My Happy Mind sessions weekly, with assemblies each half term to introduce these themes. All classes will also have a worry box for children to raise issues and concerns (either anonymously or named). These will be checked regularly by class teachers and either addressed individually or through whole class discussions. There is targeted supported offered through, for example, Compass Changing Lives (e.g. small group sessions). Specialist provision is accessed through Compass Changing Lives and other outside agencies e.g. CAMHS.

Some children, e.g. those with ADHD or on the ASD spectrum, or those with SEMHD needs, may need additional support to meet the school’s expectations. Teachers will identify any pupils they feel need additional adjustments (e.g. being able to use the sensory garden), and agree these with the child, the child’s parents and Mrs Higham in a proactive fashion. If issues continue, class teachers should use the internal referral system to Mrs Higham (SEND issues) or Mrs Webster (Mental Health issues) to discuss what additional support could be offered.

**MindUp Areas**

Each class will have a MindUp area. Children will be taught to identify when they need time to emotionally regulate and ask or be asked to use the range of resources in the MindUp area in order to ‘reset’.

**Lunchtimes**

Play leaders will encourage proactive positive play during lunchtimes, with a range of structured activities on offer. Positive behaviour will be rewarded with house points or green cards. Where children need additional social support, they will be encouraged to use the Buddy Benches. Lunchtime staff will also encourage children to use the sensory areas (sensory garden and outdoor classrooms).

Negative behaviour may lead to lunchtime staff giving white or yellow cards (see card system).

**Reactive Strategies**

Dealing with negative behaviour:

Negative behaviour should in the first instance be dealt with by the class teacher (see below); for low level behaviour these will follow an incremental escalation (see consequence ladder). However, the consequence for more serious behaviour may be further down the list of consequences without going through any escalation, for example fighting would result in immediate referral to a Phase Leader / Dr Bywaters.

These consequences still build on relationships, and the main theory is that they are not a punishment but an opportunity to ‘turn behaviour around’ within a clear structure. They are also a way of communicating with a parent about the severity of an incident.

The card system:

For all children except agreed Level 3 children with a behaviour plan.

Broad areas where children may not follow the rules (white card):

* Being impolite (Respecftul)
* Not taking care of school property (Respecftul)
* Not completing the expected work (Aspirational)
* Being dishonest (Respectful)
* Repeatedly ignoring an instruction (Respecftul)

Broad areas where children may not follow the rules (yellow or red card depending on severity):

* Being disrespectful (Respect)
* Intentionally breaking/vandalising school property
* Any physical aggression
* Refusing to complete work
* Disruption which stops teaching and learning taking place
* Continuing to cover up the truth despite chance to be honest
* Inappropriate behaviour

If the child disrupts their own and/or another child’s learning the following procedures will be actioned:

1. Teachers will give a verbal warning.

2. If the behaviour persists, clear indication it’s a final warning (private, quiet word – no public shaming).

3. If it still continues then the child will be sent to the mind up area for 5 minutes (with a timer) for “turnaround time”.

4. When the child returns, if the behaviour continues, this triggers a white card. The child must then be escorted to another class (agreed partner classes) for five minutes with the white card to continue their learning. The child must be escorted by another child or a member of staff.

5. When the child returns it is a fresh start.

6. At the next break time the child misses their break to have a conversation with an adult about their behaviour, or completes a post incident reflection, and may complete work missed.

7. The white card is taken home at the end of the day with the reason ticked / written on it as to why they received the card. The parent/carer signs it and returns it to school the following day. Where possible the teacher should talk to the parent/carer and explain why the child received the card. Under agreement some children will not be issued the card physically instead the member of staff who issue the card will contact parents/carers directly.

8. If the child’s behaviour does not cease after receiving a white card in the same lesson then they are given a final warning and complete “turnaround time”. If there are further incidents they are sent out again but this time they receive a yellow card.

9. Again when the child returns it is a fresh start.

10. For KS1 a yellow card means missing the next 2 break times, for KS2 it means missing their next 2 break times and their next lunchtime. During this time there is a conversation with an adult / post incident reflection.

11. If the child is sent out for a third time during the same lesson they are sent to a member of SLT.

The process for yellow cards is similar for white cards, with a reason written on the card and the child expected to return the card the following day with a parent/carer signature.

If cards are not brought back the next day card should be reissued. If the child does not bring that card back the teacher will speak to the parents/carers an explain not only the card being issued but the failure to return it.

Staff should check with SLT if considering giving a red card. If agreed, a phone call will be made to parents immediately to inform them. Red cards also always automatically trigger a meeting with the parents/carers and SLT regardless of whether the card is brought back. A ‘red card’ meeting will include introducing a behaviour report card, to be signed by parents each evening, and agreed further rewards / sanctions.

**Incidents Outside / More significant incidents**

White, yellow and red cards can also be given without warning. Examples of these behaviours are swearing, hurting another child, damaging property, stealing and health and safety etc. (usually other behaviours than disruption). The colour of card will reflect the severity of the incident based on the professional judgement of staff. If outside, the child should be told to stand next to the teacher for 5 minutes reflection time (white card) or the rest of play and/or the next playtime (yellow card). At lunchtime, children will also have ‘turn around time’ on a quieter area of the yard; if the behaviour continues or is significant then they will be sent to their class teacher for reflection time and miss 15 minutes of lunch (white card level) or the whole of the rest of lunch and next 2 playtimes (yellow card level).

If a red card is given for an incident of this type it is usual procedure for a member from the Senior Leadership Team to talk to the parents/carers of the child. Any cards that are issued are to be logged on CPOMs by the member of staff that issued the card with a description about the incident.

**Internal/Team Withdrawals**

A child who repeatedly fails to respond to the behaviour policy may be subject to internal /team withdrawal. Internal withdrawals can also be for singular incidents that are more severe than just a red card would warrant. Such cases are at the discretion of the Head teacher, who should be consulted in all instances.

This involves the child working in school in: a) another class/year group b) the Head’s Office. Whilst being internally withdrawn the child will spend break times in an appropriate area away from friends and peers, and be supervised by a member of staff. At this time parent/carers maybe invited to support staff and their child in discussing a Behaviour Plan.

Parents will be informed by letter about the withdrawal. In cases of internal withdrawals, basic core subject activities will be provided by the class teacher for the child to complete during the course of the day. If the child misbehaves during the withdrawal, a member of the Senior Leadership Team or Key Stage Leader will decide the next course of action. This may include giving the child the opportunity and time to change the behaviour and carry on with the withdrawal or fixed term exclusion.

Low level behaviour

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| **Behaviour** | **Possible consequence** | **Possible support** | **If behaviour is persistent** |
| Disruption in lessons (unhelpful talk, unhelpful noises, shouting out) | Verbal reminder of the rules, warning, turnaround time | Visual reminder on desk  ‘Talk tokens’ | Behaviour log shared with home  Conversation with Anna Higham |
| Disruption in corridors when moving around school, and at break and lunchtimes | Positive practice (‘overcorrection’); pupils repeat the correct behaviour when they have acted inappropriately | N/A | Refer to Dr Bywaters |
| Non-completion of classwork | Complete work during next break / lunchtime | Conversation regarding barriers, additional scaffolding to complete task | Agreement with parent for work to be completed at home |
| Rudeness or refusal to follow instructions | Initial space “I can see that you are becoming frustrated, I am going to give you some time to use your calming techniques"; then restorative post-incident learning and apology | Turnaround time / sensory garden | Incredible 5-point scale (see Appendix) |
| Damaging school property through thoughtlessness | Restorative practice (attempt to fix / clean property) | N/A | Consider not accidental and consider reasons for behaviour / more significant consequence |
| Playfighting | Missed playtime to complete post-incident reflection sheet (see Appendix) | Positive play sessions | Consider not accidental and consider more significant consequence |
| Being unkind (e.g. one-off unkind comment, excluding someone from a game) | Missed playtime to complete post-incident reflection sheet & apology |  | Consider anti-bullying policy and monitoring / escalation |

**Scripts for dealing with low level disruption**

* Quiet reminder of expectations (not public)
* Offer of support – “You okay, do you need anything”
* Cue name – “Bob – all okay?”
* Nip in the bud: “James, you’re talking and we are working quietly in this lesson”

**More significant or persistent disruption**

* Wondering question: James, I’m wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”
* Distraction/ Redirection: James – please pop next door and ask and Miss if I can borrow a xxx – Thanks.
* Name the need: You’re very cross because you wanted to go in the ipad group. I can see that is hard. Everyone will get a go this week.

Teachers should ensure that as far as possible they do not give consequences to the whole class unless every child has transgressed. Occasionally (e.g. when lots of children have been talking when walking to assembly) this may not be possible. In this instance this should be recognised by the teacher.

**Serious negative behaviour: Refer directly to Phase Leader or Dr Bywaters**

* Repeated breaches of the school rules
* Physical aggression (e.g. kicking / hitting / fighting)
* Swearing
* Vandalism
* Any form of bullying
* Racist, sexist, homophobic or discriminatory behaviour

Any incidents of bullying or discriminatory language (e.g. racism or homophobia) must be referred immediately to Dr Bywaters, who will keep a separate record, including how the incident was dealt with. A summary of these incidents will be reported to governors at each Full Governing Body meeting.

Any allegation of bullying will follow the steps set out in flowchart 2.

School define **racism** as:

* the deliberate use of language which is *perceived by the person hearing it* as conveying hatred of a person’s ethnicity or country of origin;
* a physical attack on an individual as a result of that person’s ethnicity or country of origin which is intended to insult that ethnicity or country of origin.

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|  | **Consequence ladder** | **Support to consider** |
| Reminder of the expectations | - |
| A verbal reprimand (warning) / reminder to use any agreed strategies (visuals etc) | Visual reminders if persistent issue |
| Turnaround time | Visual aids, power cards, breathing techniques (see Mind up) |
| Time spent at break or lunchtime completing post-incident learning reflection | Post incident learning |
| Expecting work to be completed at home, or at break or lunchtime | Consider triggers for non-completion of work |
| Referring the pupil to another member of staff | Post incident learning |
| Referring the pupil to an SLT member | Post incident learning |
| Referring the pupil to Dr Bywaters | Post incident learning |
| Letters or phone calls home to parents | Behaviour log |
| Agreeing a behaviour contract | Behaviour support plan, staff keyworker |
| Internal Exclusion | Behaviour support plan, staff keyworker |
| Fixed term exclusion | Consultation with SENCo, outside agency support (EP, behaviour specialist from DCC) |
| Permanent exclusion |  |

**Bespoke Support**

For children whose behaviour presents as particularly challenging, a Behaviour Support Plan will be written in conjunction with parents, including the consideration of whether Sally Higham needs to be consulted. The Behaviour Plan will outline the six points of behaviour, with triggers and suggested actions for each stage (see Appendix).

**Reporting**

Serious incidents, or those which may indicate a pattern of behaviour, should be reported on CPOMS. Reports should include who was involved (staff and linked pupils), a summary of what happened, including the location, a verbatim report of what was said if there was a disclosure, objective facts and a clear indication if an opinion is being given (“he was shaking and it is my opinion that he was scared”), and actions taken. CPOMS will record the date, and the time should be adjusted to show when the incident happened. Relevant staff should be linked in.

**High Challenge Behaviour**

We recognise that there are a small number of children in school who can sometimes struggle with their emotional regulation, and display ‘high challenge’ behaviour. This may take the form of aggression towards peers or staff, or damage to property/throwing items in the classroom. Where there have been significant incidents, it is important that all pupils and staff feel supported and feel safe. Please make sure that you inform a member of SLT during or following any significant incidents.

The children who have displayed high challenge behaviour in the past have a Behaviour Strategy Passport – these are one page documents which set out approaches will may help, and things to avoid.

Whenever there has been a significant behaviour incident, the following review processes will take place:

* Members of staff dealing with incidents should call on support from SLT as soon as possible – there will usually be a member of SLT on channel 12 of the radios. If the incident is ongoing then a member of SLT will offer support.
* If the incident has been resolved, member(s) of staff who have dealt with the incident should inform a member of SLT, who will offer support, for example time out of class to get a drink or just a listening ear.

**Behaviour Card System Flow Chart**

All strategies from the QFT strands of the Whole School Provision Map are in place. All advice from outside agencies is being followed. ABC chart, Behaviour Support Plan and Risk Assessment are in place & being followed if there have been previous instances of crisis ‘behaviour’. All staff working regularly with these pupils to have access to radios

\*Follow up will depend on the level of incident. All actions outlined will take place in the event of aggression towards staff.

Once regulated the staff member will:

- Complete CPOMS and attach print out to completed accident form, and return to the office.

- If Mike was not available by radio, inform him asap (or ask a colleague to).

- Consider whether they require an

Occupational Health / Counselling referral, and request this if desired.

**Follow up\*:**

- Other staff to add to the CPOMS account as soon as possible (and within the same day)

- Mike contacted asap to consider appropriate sanction for the child (tel 07870829947). **If there has been deliberate physical aggression against an adult this will always result in suspension**.

- Senior leaders (Mike if available) to contact

parents asap (and within the same day).

- All relevant staff review risk assessment and

suggest any adjustments necessary.

- Review the incident in line with the risk

assessment, Behaviour Support Plan and outside agency advice—what lessons can we learn?

- Mike / Sally to consider whether additional

outside agency advice/referrals would be

beneficial, and whether additional training is

necessary.

**Flowchart for Significant Behaviour Incidents**

**(incl violence towards member of staff)**

Be aware of triggers / anxiety and defensive behaviours

Follow de-escalation strategies

Immediate crisis resolved; monitor to ensure full regulation, including recovery and possibly depression stages

Continued escalation in behaviour to ‘Crisis Behaviours’

Follow de-escalation strategies

**Consider removing children & adults from classroom / space**

Crisis behaviour continues

Aggression towards a member of staff (including physical violence)

Post incident reflection and follow up (consider danger of re-starting crisis; follow up could be on the next day if appropriate)

Follow de-escalation strategies, including removing those in danger of harm. **Leave the child and supervise remotely (e.g. from outside the room) if safe to do so.**

Radio Mike, Anna and Sally on channel 12 for a change of face **(immediately in the case of aggression).** If not available, find another change of face, e.g. other SLT member

Member of staff impacted by the aggression has time out of class in a staff room to

regulate themselves, and treatment of any injury

**Miss next 2 breaks (KS1) and lunch (KS2): Conversation with staff**

**Additional information**

* Reasonable adjustments should be made for children with additional needs.
* Some children will can receive ‘virtual’ cards if physical cards are triggers (with a call to parents).
* Cards can be given without a build up for more serious incidents.
* **Praise**
* **House point**
* **Recognition board**
* **Whole class token (e.g. marble)**
* **Green card**
* **‘Hot chocolate Friday’ nominee**

Continued negative behaviour within same session

**Parents sign card and child returns it**

**Conversation with staff member at break / post incident reflection. Break time missed.**

**Sent to member of Senior Leadership Team**

**Fresh start at the start of the next session**

**5 minutes in calm area ‘turnaround time’**

**Yellow card – 5 minutes in partner classroom**

**White card – 5 minutes in partner classroom**

**5 minutes in calm area as ‘turnaround time’**

**Private final warning**

**Verbal warning & reminder of rule**

**Negative**

‘over and above’ behaviour

‘good’ behaviour

**Positive**

**Behaviour**

**Red cards must always be discussed with a member of SLT before being given. These will always lead to a meeting with parents.**

**Flowchart of behaviour management**

Yes

Teacher witnesses / informed of incident

Clear evidence of what has happened (witnessed by teacher or another adult)?

Teacher speaks with all involved to gain as clear a picture as possible

Consideration of any mitigating circumstances? (e.g. SEND needs)\*

Allegation of bullying, racist, homophobic or discriminatory language or physical intervention?

Pass to Dr Bywaters

(see flowchart 2)

Is there evidence a child has not met the school’s expectations?

No further action (monitor)

Is the behaviour ‘serious’ (see above) or persistent?

Pass to a senior leader (Phase Leader or Dr Bywaters)

- Reflection and consequence discussed with perpetrator (see ladder)

- Parents informed by most senior staff member involved, as soon as the investigation is concluded

- Restorative practice with any ‘victim’ (verbal or written apology / putting any damage right etc)

\* Expectations of children with mitigating circumstances, e.g. SEND, will be the same as for other children. However the consequences and restorative practice may be adapted (e.g. social stories to help understanding of their behaviour, picture for an apology) etc. This will be based on professional judgement.

Teacher to deal with behaviour as appropriate using their professional judgement, including:

- Conversation about what they would do differently next time

- Reflection and consequence discussed with perpetrator (see ladder)

- Restorative practice with any ‘victim’ if required (verbal or written apology / putting any damage right etc)

- If appropriate, conversation between parents and teacher as soon as investigation concluded

Record incident on CPOMS as soon as possible on the day of the incident

No

No

No

No

Yes

Yes

Yes

Complete accident form if necessary

**Bullying Allegation Flow Chart**

If a child or parent feels that a pupil is being bullied, the following action is taken. Following a confirmed bullying incident, time is spent talking to all of the children involved, talking through the children’s actions, and discussing future behaviour and the child’s parents will again be invited into the school to discuss the situation. If bullying continues, sanctions will escalate, with fixed term or permanent exclusions being the ultimate sanction. In such cases, the Head teacher may contact external support agencies, such as CAMHS, social care etc as appropriate.

Deemed BULLYING

Deemed NOT bullying (e.g. if conflicting reports of incidents)\*

Allegation of bullying made by pupil or parent (any use of the word bullying in relation to an incident in school/cyber) \*

Teacher investigates that day (speak with child / witnesses/ other children) \*

Deemed NOT bullying (e.g. if one off incident / friendship fallout)\*

Phone call / conversation with parent about outcome. Work with child about the definition of bullying and conflict resolution by teacher / TA.

Deemed POSSIBLE bullying (e.g. if conflicting reports of incidents)\*

Deemed BULLYING\*

Reported to Dr Bywaters, who will allocate a named key worker, and make parents aware of key worker\*. Child asked to report to key worker after lunch and at the end of the day for 5-10 days, reporting any incidents.

Reported to Dr Bywaters, who will allocate a named key worker, and make parents aware of key worker and confirmed bullying. Child asked to report to key worker after lunch and at the end of the day for 5-10 days, reporting any incidents with the child showing bullying behaviour. Parents of child showing bullying behaviour to meet with Dr Bywaters to discuss consequence. Significant consequence given.\*

\* Each of these stages to be recorded on the school’s behaviour reporting system. The initial incident should include where and when the bullying is alleged to have taken place. ANY allegation of bullying will be identified using the ‘bullying’ book in Dr Bywaters’ office. Once the investigation has taken place, Dr Bywaters will add one of these statements:

- ALLEGED BULLYING; NOT BULLYING BEHAVIOUR

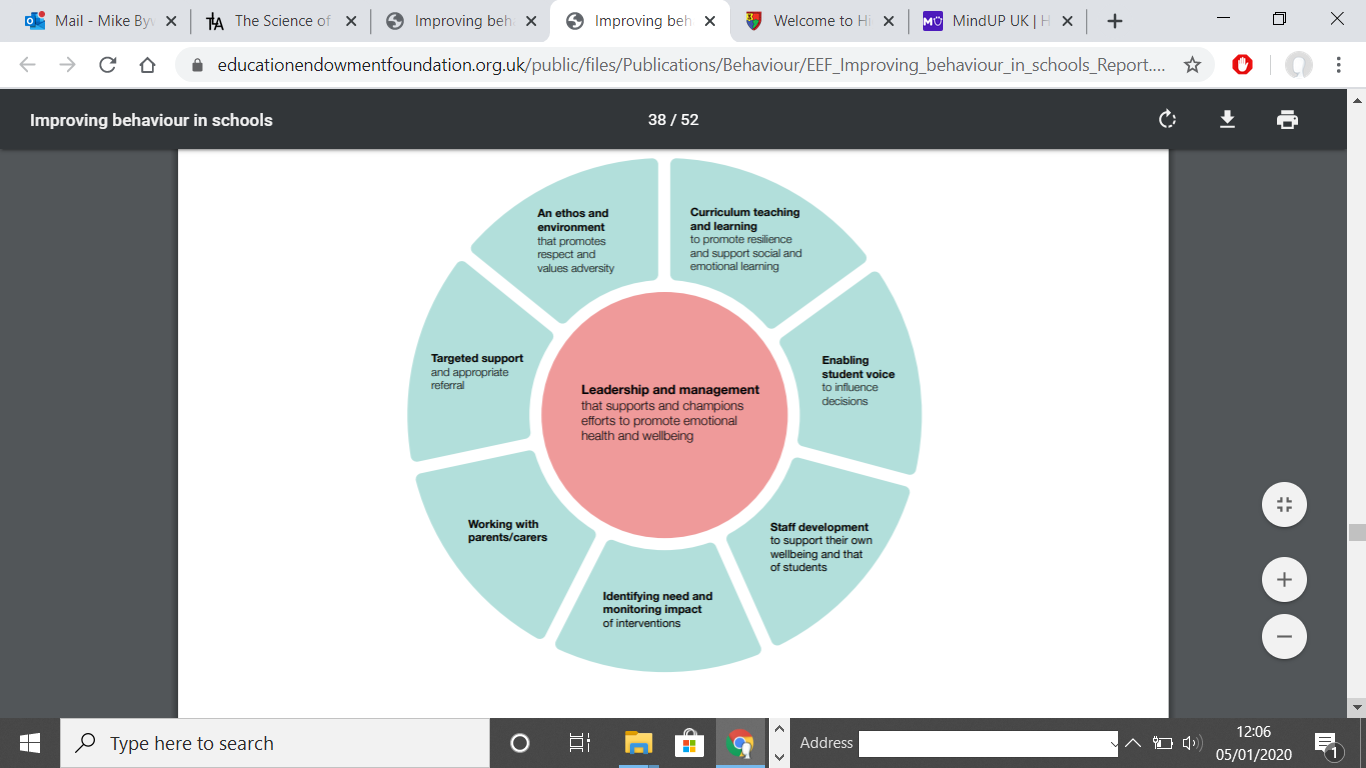
- ALLEGED BULLYING, NOT CONFIRMED. KEY WORKER ALLOCATED.

- ALLEGED BULLYING, BULLYING CONFIRMED.

All allegations of bullying and the outcomes to be analysed and reported to governors termly.

**Implementation**

This policy was written in conjunction with a teacher-led working party. It was then shared with staff, parents and pupils for comment, before being revised and agreed by governors.



**MindUp training**

**MindUp impact**

**Parent feedback /**

**Home-school agreement**

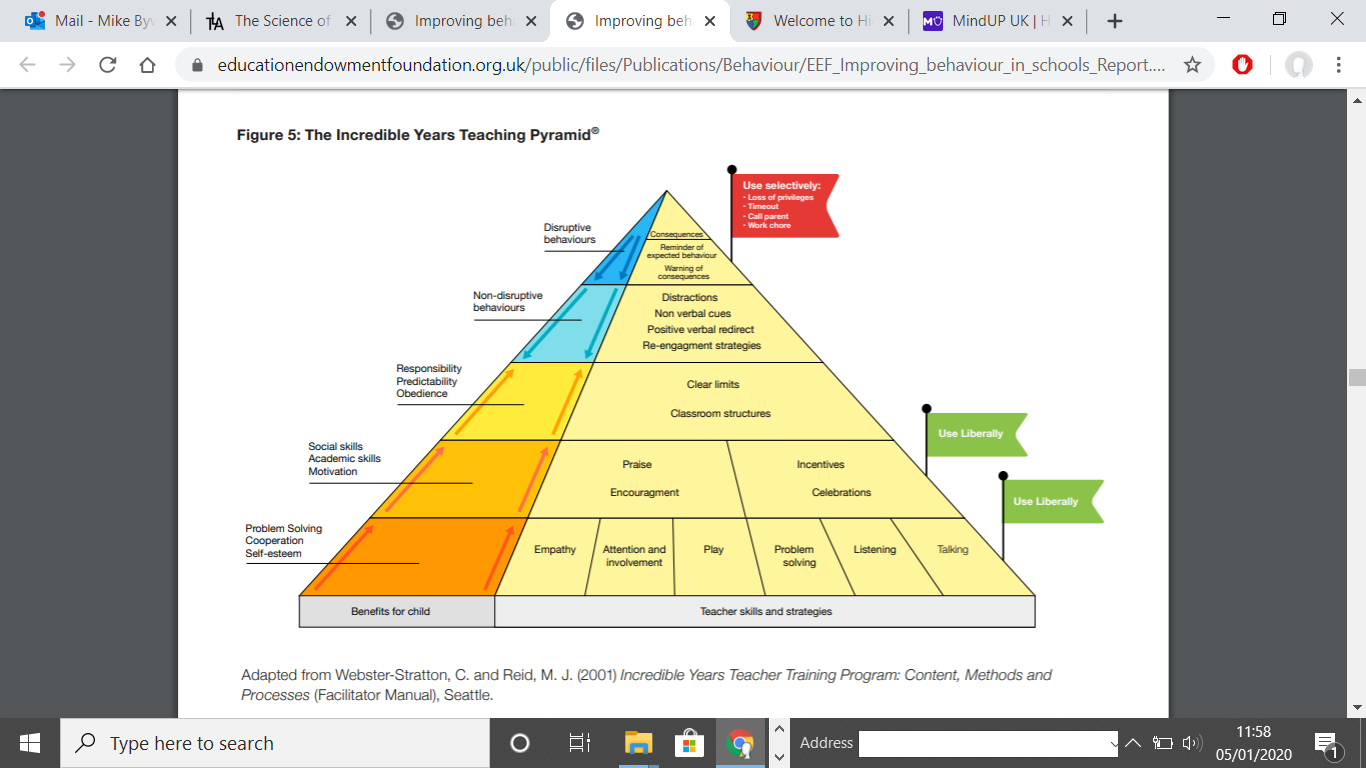
**School council**

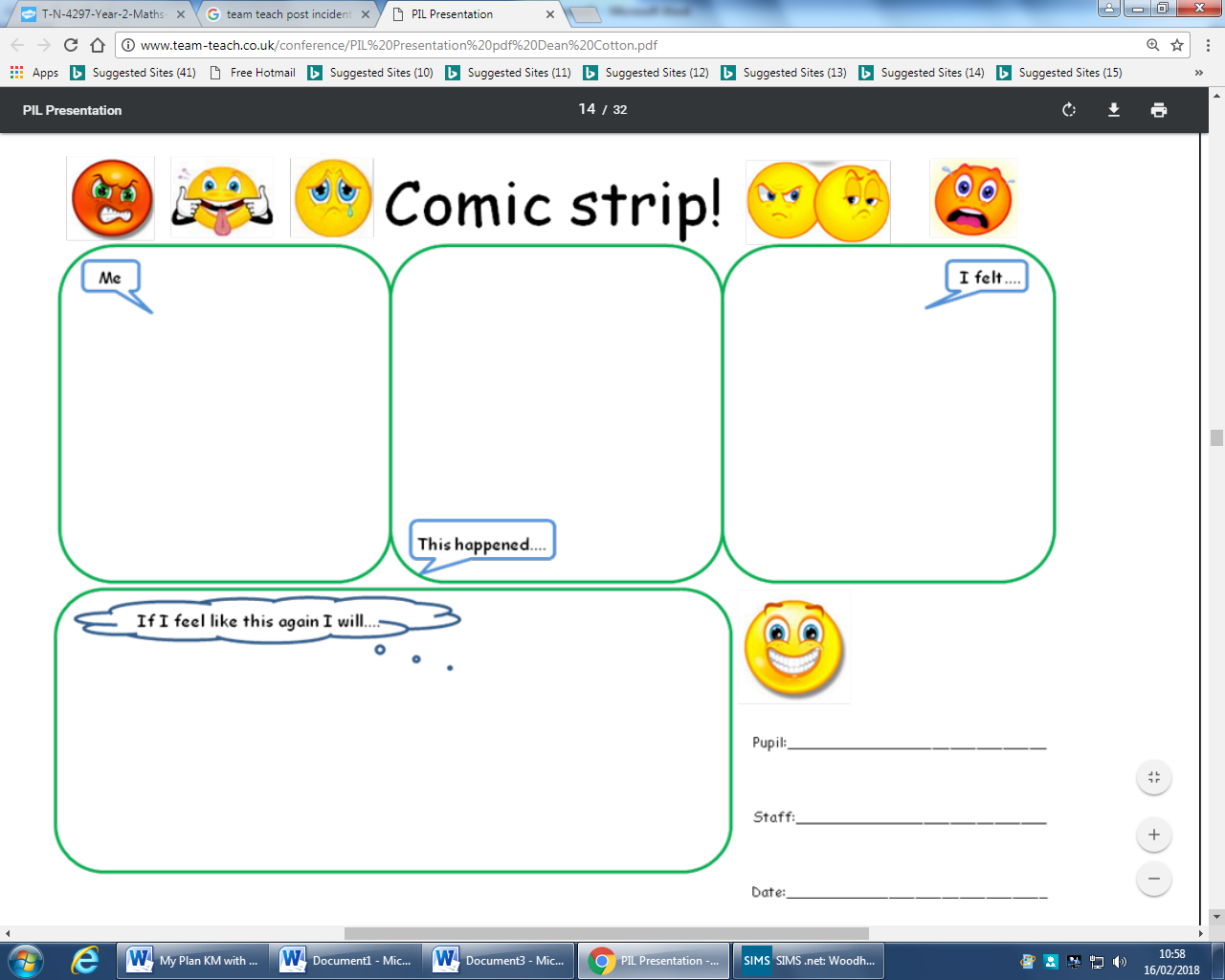
**Behaviour**

**support plans / outside agency referrals**

**MindUp & Core values**

**Core values**





**Six Stages of a Crisis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Stage description | Need for… | Behaviours | Positive handling responses |
| 1 | Anxiety/Trigger | Diversion, support and reassurance. | Low Level  Shows signs of anxiety, hiding face in hands, bent over/under table, pulling at collar or hat, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, adopting defensive postures. | Low Level  Read the body language and the behaviour, intervene early, communicate; ‘talk, I’ll listen’, Use appropriate humour, display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. |
| 2 | Defensive/  Escalation | Diversion, reassurance, clear limits, boundaries and choices. | Medium Level  Displays higher tension, belligerent and abusive, making personal and offensive remarks, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; ‘I will not…’ ‘you cannot make me.’ | Medium Level  Continue to use level one strategies + state desired behaviours clearly, set clear, enforceable limits, offer alternatives and options, offer clear choices, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide the elbows towards safety. |
| 3 | Crisis | Possibly for restrictive intervention appropriate for the service user. | High Level  Shouting and screaming, crying, damaging property, moving towards danger, fiddling with electrics, climbing trees, roofs, or out of windows, tapping or threatening to break glass, moving towards weapons, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching. | High Level  Continue to use level 1 and 2 de=escalation responses + make the environment safer, moving furniture and removing weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use help protocol and save face by changing face. |
| 4 | Recovery | Co-ordinated letting go and reassurance. | Recovery behaviours  Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2. | Recovery positive handing responses  Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk. |
| 5 | Depression | Observation, support and monitoring. | After a serious incident people can become depressed, they may not want to interact. | Depression positive handing responses  Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage. |
| 6 | Follow up | Listening and learning. | Follow up  Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future. | * Listen to views of client * What can be learned from this? * Keep appropriate record of incident and responses * Share reports as appropriate – client’s file * Appropriate professionals meet to discuss plan/risk assessment/care and control plan. |

Behaviour Support Plan

**Child’s Name: Date of Plan:**

**Review Date of plan:**

**When does the child do well? What does a good day look like for this child?**

**What does the behaviour look like?**

|  |  |  |
| --- | --- | --- |
| Stage 1 Anxiety Behaviours | Stage 2 Defensive Behaviours | Stage 3 Crisis Behaviours |
|  |  |  |
| Response | Response | Response |

**What are common triggers?**

|  |
| --- |
|  |

**Diversions and distractions / Praise points (what is a success for the individual)**

|  |
| --- |
|  |

**De-escalation skills (tick useful approaches, cross unhelpful ones)**

Verbal advice and support Positive reminders

Giving space and options Calm down area and ice cube activities

Reassurance ‘I can’ book, visual aides

Help scripts XX, I can see something’s happened; you talk and I’ll listen; come with me

Negotiation No negotiation, see rewards

Choices x2 choices always given.

Consequences Positive behaviour policy

Planned ignoring Anywhere in school if in crisis

Take up time Calm down area in classroom

Transfer adult Known staff with good relationship

Success reminders I can book/Home-School diary

Simple listening Eye contact and 1:1 conversation

Acknowledgement I can see something’s happened

Apologising Writing apology letter

Agreeing Only when he has chosen the right decision

Removing audience If XX is endangering himself or others

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

|  |
| --- |
|  |

**Are there any factors to consider when debriefing? E.g. Communication aids, staff etc**.

**ALL staff to be aware of XX Positive Handling Plan and follow it.**

|  |  |
| --- | --- |
| Hear  Explain  Link  Plan | What happened ?  How did it make you feel ?  Because you felt … you …..  What could you do if it happens again ? |

**How should we record incidents and who should we inform?**

|  |
| --- |
| Serious Cause for concern Form – including team teach if used.  Inform parents/carers  Other agencies as appropriate  Positive behaviour file, individual audit sheet  Bound and numbered book. |

**Completed by:**

Mrs Class Teacher/KS2 Leader

Miss Class Teacher/Deputy Head

Mr SENCo

Shared with:

All school based staff

Headteacher:

Parents/Guardian

Child

Parent/Carer Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Carer Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Examples of 5-point scales (these would be co-constructed with the child, using an area of their interest). These can be referred to by the child and adults working with them.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Point on the scale** | **How I feel…** | **What this looks like!** | **What could help bring me down to the next point…** |
| 5 | Very angry. I want to shout. Sometimes I might want to hurt people but I stop myself. | Image result for angry dinosaurs | Somebody giving me a five minute timer, leaving me alone and then coming back to take me to hang off the monkey bars.  I will talk to them after five minutes if they ask me a question. |
| 4 | More stressed. I feel boiling hot. | Image result for annoyed dinosaur | Getting some fresh air. I could open a window or go outside. I will tell an adult if I am going to do either of these things. |
| 3 | More frustrated. My body feels quite tense, which begins to make me hot. | Image result for sad  dinosaur | Leave the room, which is annoying me. Sit on a soft surface with something behind my back. |
| 2 | Getting more annoyed. My body feels like I might break something. I might be stamping my feet, which might break something. | Image result for sad  dinosaur | Sitting on my own for five minutes with a sensory toy will help me calm down to a 1. |
| 1 | A little bit annoyed with something. I might be very quiet and trying to keep yourself calm. I might roll my eyes. | Image result for really happy dinosaur | Having five on my own and then returning back to the situation. |
| 0 | relaxed, happy, content, smiling. I will be like this dinosaur! | Image result for smiley dinosaur | Adults explain why they are calling me or why they are doing something. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Point on the scale** | **How I feel…** | **What this looks like!** | **What could help bring me down to the next point…** |
| 5 | Don’t want to do anything. Very angry. I see red and get worked up over nothing. My body feels stiff, tight and stressed. | Image result for super angry lego man | Talking to someone helps me. I want the other person to listen. |
| 4 | It makes me feel like my stomach is eating away at its self. My heart goes faster than usual. My head feels like it is getting bigger because of the stress. | Image result for angry lego man | Walking around outside helps keep me calm. |
| 3 | More frustrated  It feels like something has happened but it doesn’t matter that much. | Related image | Five minutes with my ear defenders will help me go back to a 2. |
| 2 | Annoyed  When I’m going to do something but I forget what I’m going to go. This makes me a 2. | Image result for sad lego man | Telling someone I’m annoyed will help.  Being listened to will help. |
| 1 | A little bit annoyed with something. I don’t know what I might be annoyed with. I sometimes get woken up too early. This makes me a 1. | Image result for impassive lego man | Sometimes taking deep breaths helps.  Leaving me alone with my sand timer. |
| 0 | relaxed, ready to learn, happy | Image result for super happy lego man | Explaining things in a simple way to help me understand.  Explaining why adults are doing certain things. |