



Foxton Primary School

Positive Behaviour Policy 2020

Date:	October 2020
Reviewed by:	Stephen Atkinson
Next Review date:	October 2021
Signed:	

1. Respect for all

2. At Foxton Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Foxton in relation to behaviour support.

At Foxton, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, staff and pupils. We recognise that appropriate behaviour is a necessary pre-requisite to effective teaching and learning.

3. Requirements

3.1 Equality Statement

In developing and reviewing this policy we have carefully considered its impact on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

3.2 Approval and Review

This policy was approved by the Governing Body September 2019. It is due for review in the Autumn Term 2020.

This policy is based on the DfE statutory guidance publication *Behaviour and Discipline in Schools – guidance for headteachers and school staff* (January 2016) and *Behaviour and Discipline in Schools – Guidance for Governing Bodies* (September 2015); *Mental health and Behaviour In schools* (November 2018); *Exclusion from maintained schools, academies and pupil referral units in England* (September 2017)

3.3 Aims

High standards of behaviour are expected from all children at Foxton Primary School. To this end, this policy aims to:

- guidance to provide well-ordered and safe environments for learning
- help and support children to develop self-confidence and self-discipline, and an understanding of what constitutes good behaviour
- create a common understanding of the limits of acceptable and unacceptable behaviour
- encourage reflectiveness on one's own behaviour and to develop self-regulation
- outline that parental involvement as an essential part of maintaining high standards of behaviour

4. Our approach

4.1 Our responsibilities

It is the responsibility of every adult at our school to understand that behaviour is a way of communication and that unwanted behaviour may be indicating an unmet need. It is our responsibility therefore, to determine the reason why a child is presenting unwanted behaviour and change the circumstances in which the unwanted behaviour occurs. In order for our policy to succeed all adults share a collective responsibility for its implementation. This includes:

- spending time every day building positive relationships with **all** children and each other
- sending consistent and clear, unambiguous messages about behaviour
- developing a learning environment, and classroom systems and procedures, which actively support good behaviour (e.g. clear and shared routines, ensuring that resources are easily accessible, that there is sufficient space for children to move about the classroom freely)
- restricting the flow of children in the cloakroom so that there is not over crowding
- catching children behaving well (“doing the right thing”) and acknowledging it with them
- taking into account the individual needs of children
- staff offering opportunities to pupils for “a fresh start”, remembering not to feel that unwanted behaviour towards us is personal
- explicitly teaching what good behaviour looks like as part of the curriculum
- effectively communicating information about children so that all staff are well-equipped to avoid and manage challenging situations
- taking responsibility for the behaviour of all children in the school

4.2 School Values : Respect, Responsibility and Resilience

The headteacher will review these values with the whole school in assemblies and will be developed further in Buddy groups and class discussion

4.3 Basic principles of behaviour management

Expectations: all staff should expect the highest standards of behaviour, challenging children with a reminder when children fall below this expectation. Clear articulation of what staff expect to see, rather than what they do not expect to see, is more likely to illicit positive behaviour.

- **Timetables:** all staff should have a timetable on display in their classroom. This enables children to understand what to expect during the school day. Visual timetables are often supportive for children with special educational needs
- **Communication:** all staff must use clear and careful language when dealing with unwanted behaviour and taking care to address the behaviour not the child.
- **Develop good relationships:** relationships are based on trust - trust that a member of staff will treat children fairly and listen to both sides of an issue. A good relationship means that much of behaviour management can be communicated effectively either non-verbally or with very discreet reminders.
- **Take-up time and calm-down time:** all staff should give appropriate take-up time, *expecting* children to modify their behaviour. In crisis situations children may need up to an hour of cool down time before a discussion can take place.
- **Preserve dignity:** as much as possible, discussion about unacceptable behaviour should take place discreetly.

4.4 Celebrating good behaviour

All staff should actively note and positive behaviour throughout the school. In order to develop self-regulation and to develop self- esteem, the emphasis is on praise. The aim is to enable the children to be less reliant on external rewards although there will be opportunities to earn certificates, stickers or points. In addition, each class will monitor and encourage positive behaviour in an age appropriate way.

5. Reactive Responses to disruptive or dangerous behaviour

5.1 Classroom setup

All classrooms should include the following items to support effective behaviour management

- Class rules and timetable on display
- Well-labelled resources and locations for storage – eg for exercise books
- Time-out space

Class teachers should always be ready to receive a child from another class and support their colleagues' behaviour management.

5.2 At the first sign of disruption/unwanted behaviour teachers should use distraction techniques e.g.– “look at...”, “you can do this or that”, “stand next to me”.

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

5.3 If this doesn't elicit a positive response and disruption continues, staff should give explicit reminders about behaviour expectations. This can be given directly – “Remember to make the most of learning time.” – or more indirectly by praising children who are doing the right thing so that they too want to do the right thing and receive praise , “____, that's really good listening behaviour.”

5.4 If the disruption persists, staff should address the child directly offering a last warning before educational consequences (for others) need to be put in place: “____, if you want to ... you need to ..., or I will need to put your name on the board.”

5.5 If the disruption still persists, staff should put a tick against the child's name on the board and give the child time-out in the classroom (EYFS/KS1 – 3 mins; KS2 – 5 mins). Timings for

time-out begin when the child settles. At the end of the time out, staff should reintegrate the child back into the lesson and take the opportunity to teach the expected behaviour.

- 5.6 If the disruptive behaviour still persists, staff should give a choice: “Either you need to or you will need to move to another class.”
- 5.7 If after these options have been exhausted, the behaviour continues, staff should instruct the child to take a 10 minutes time out in a paired classroom and completes work.
- 5.8 The reflection sheet should be completed and reviewed with the child at an appropriate moment (break or lunchtime play) in order to better understand the triggers for the behaviour, to find solutions and to restore the relationship. **The record should be filed in the class record folder and parents should be informed.**

Reflection

Reflect, repair and restore (after a crisis)

Once the child is calm, relaxed and reflective, the incidence of disruptive/dangerous behaviour can be re-visited **with an adult**. The adult will re-visit by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

- Explore what happened (tell the story)
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how
- Explore how we can repair relationships
- Summarise what we have learnt so we are able to respond differently next time

- 5.9 If, after these stages the problem persists, staff must send for a member of the Leadership Team.
- 5.10 Further consideration will be made regarding protective or education consequences

Class teachers will consider educational consequences which may include conversations with the child/children or setting up small group interventions. It is expected that this process may have benefits over a long time.

Class teachers will consider if there is a need for protective consequences – either for themselves or others which may include removing them from a place that has caused them or others anxiety.

Internal exclusion (planned separate supervised provision) may be necessary before a child is able to be reintegrated in to the classroom. Internal exclusion also needs to be recorded in the class behaviour file and communicated to parents.

Protective consequences may include modifying inclusion in school events, or preventing them from joining a particular activity for which assessment indicates risk.

There are occasions when a temporary or permanent exclusion may be necessary in order to protect people or property

6. Significant Disruptive, Dangerous or Anti-Social behaviour

Occasionally, a child may exhibit a behaviour which is more dangerous and needs immediate action. These behaviours may include, but are not limited to:

- deliberately hurting others
- prejudice-related incidents
- swearing deliberately intended to offend
- overt refusal to follow the reasonable instructions of an adult

In these cases, children take time out in a paired classroom (or be taken inside from playtime) and complete a reflections sheet and have the incident logged.

Other strategies are available where behaviour issues are persistent or extreme.

- Individual Behaviour Planning, through a Risk reduction Plan
- Home/school book.
- Use of Reflection Sheets
- Regular meetings with parents (as part of behaviour planning)
- Negotiate contract of acceptable behaviour with children and parents.
- Internal exclusion
- Involvement of outside agencies – YMCA small groups, school nurse, GP, YMCA counselling, CAMHS
- Early Help Assessment - Family Worker

The school will use exclusion in exceptional circumstances – those where staff or children are at immediate risk of harm even if internal restrictions are in place, or where an incident has been so extreme that the school needs time to plan for the protection of others.

6.1 Persistent antisocial behaviour

For some children the individual incidence of unwanted behaviour may not be intrinsically serious, but it is persistent. Staff and children alike deserve to feel that persistent poor behaviour is being dealt with.

Persistent behaviour issues are often complex and take time to solve.

7. Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school

8. Supporting children with Special Educational Needs

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

There will, therefore, be occasions when the usual systems are not effective for pupils with specific needs which affect their ability to manage their own behaviour. In these cases, the system may need to be varied, or thresholds changed. If this is the case, it should be part of that child's learning plan. Teachers should consider, with the consent of the family, sharing this information with the class so that other children understand why a variation is being applied.

In all cases, the variation should be considered to be short-term, whilst other strands of the learning plan address the behaviour in question.

9. Risk Reduction and Assessment

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk reduction plans. These are overseen by the Headteacher/SENCo, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk reduction plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

If well-being or safety is at risk of being negatively impacted then a risk assessment will be carried out before a school event, for example a class trip. That risk assessment will determine if that event can be effectively modified without causing unnecessary burden to staff. Protective consequences may include modifying inclusion in school events, or preventing them from joining a particular activity for which assessment indicates risk.

10. Record Keeping

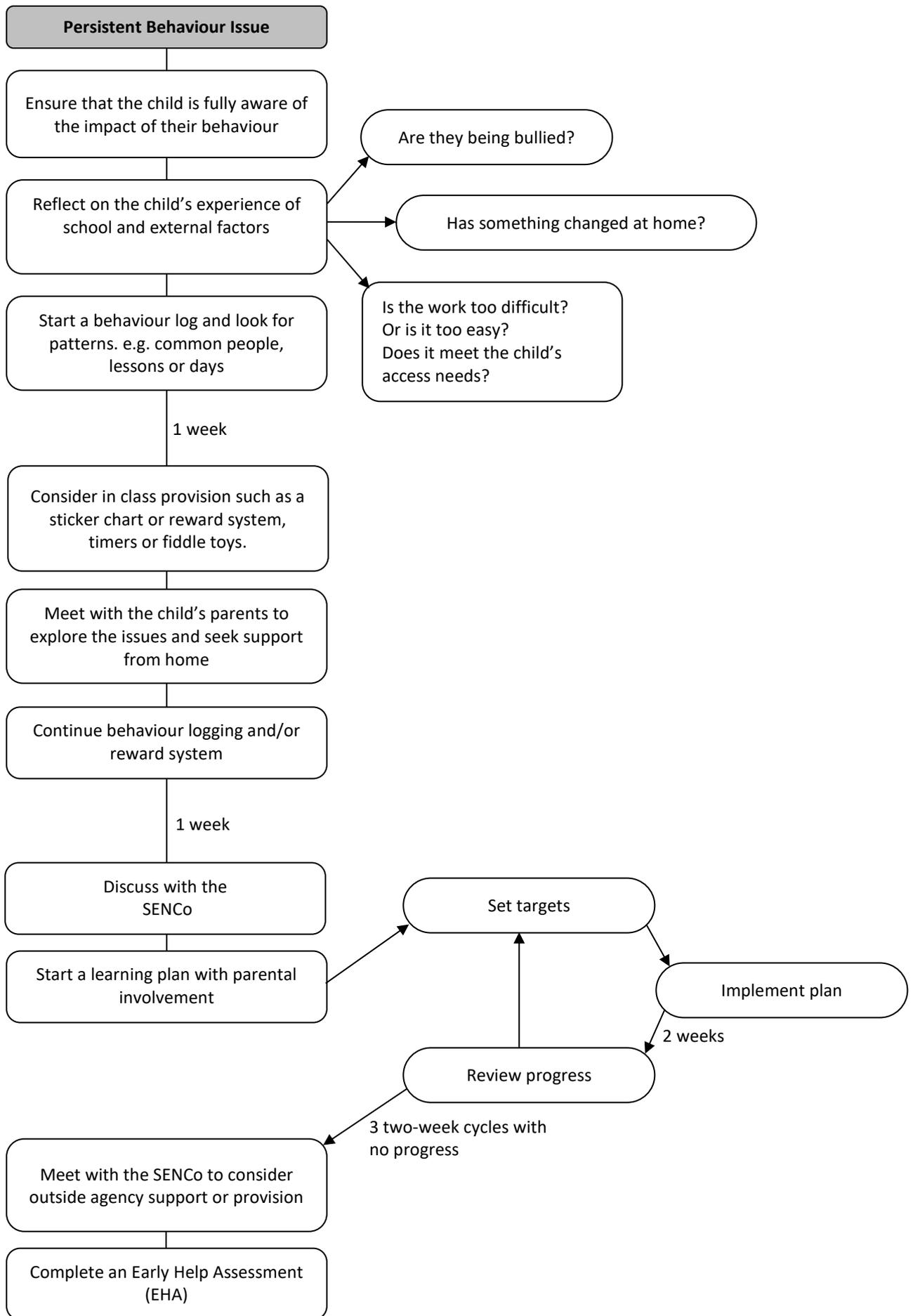
All behaviour which reaches time out in another classroom should be recorded so that it can be monitored by the Leadership Team and persistent problems identified and addressed.

Class teachers should keep records sufficient to identify persistent behaviour problems and maintain contact with parents.

Class teacher records should be passed on to the next teacher as they may indicate continued patterns of behaviour. These records should include parent:teacher conversations about behaviour.

Day to Day Behaviour Management – Step by Step

1. Maintain clear expectations within an ordered environment
2. Praise positive behaviours
3. Distract, disempower, de-escalate (see 5.2)
4. Remind
5. Warn – name on the board
6. Warn tick against name –limited time out of the main group – inside or close to the classroom
7. Warn – make the right choice or move to another class
8. **Reflection sheet with an adult when calm - Contact parents**
9. Send for support from SA or CD
10. Further considerations educational or protective consequences
11. Risk reduction plan
12. Internal exclusion
13. External exclusion



Appendix 1 – Useful sheets

- Reflection Sheet
- Pupil Behaviour Logging Sheet
- Teacher ABCD Behaviour Logging Sheet
- Risk Reduction Plan