



FEDERATION OF

FOLLIFOOT & SPOFFORTH

CHURCH OF ENGLAND PRIMARY SCHOOLS



Love Learn Thrive

Behaviour Policy

2020-2021

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Theory & Principles

Vision

At the Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will; LOVE, LEARN & THRIVE.

LOVE

We love and nurture each individual.

LEARN

We are passionate about inspiring learning.

THRIVE

We value the uniqueness of each individual's achievements.

Our vision translates directly into this policy in that;

LOVE

All children will be treated kindly and in a nurturing fashion.

LEARN

We aim to educate children in regard to conducting themselves in a kind, thoughtful and productive manner that recognises and celebrates diversity and difference. They will learn to manage their feelings and behave appropriately in a range of contexts appropriate to their age and stage of development.

THRIVE

All children have the opportunity to thrive in a safe welcoming and inclusive environment. Their behaviour and that of their peers allows them to thrive.

We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to thrive in a loving and hospitable community. Behaviour will be managed in accordance with our vision ensuring we recognise each child a child of god.

Introduction

Children have one childhood and one Primary School education. Each day represents an opportunity to learn, flourish and thrive, building knowledge, resilience, respect and to develop an understanding and appreciation of the world.

Every moment in school is precious; children learn to persevere, become resilient, to be healthy, to have friends and to be respectful. Everyone is special – the children, parents, staff and governors. Together we all support children in becoming well-rounded individuals and members of local and global communities. Providing children with opportunities to integrate with their peers and with the wider community, we enable all children to discover their strengths and passions.

In order to learn well now and in the future, children must be able to regulate their emotions and behaviour according to the demands and expectations of a 21st century classroom. Children need to develop the ability to concentrate, listen effectively and to develop the capacity to make decisions. Good concentration, the ability to question appropriately, self-motivate and self-regulate are all essential skills. We aim to help children adapt their behaviour sensitively and sensibly, to the different contexts in which they will find themselves, now and in the future.

The knowledge of the importance of good social emotional and mental health alongside attachment and trauma aware practice are the underpinning principles of this policy.

Key Reference documents;

Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018

The Ladder of Intervention: Supporting children and young people with Social, Emotional and Mental health difficulties in schools September 2019 (NYCC)

Aims:

We aim to:

- build relationships with children and families that creates a culture in which children choose to behave well.
- recognise that all behaviour is a form of communication and respond accordingly.
- have a consistent approach to behaviour throughout the school by providing clear boundaries and teaching appropriate behaviours.
- promote and encourage the behaviours demonstrated by effective learners.
- promote a culture of responsibility and independence rather than compliance.
- provide a calm, safe, purposeful and happy atmosphere within school.
- promote Christian Values to encourage self-discipline so that children learn to accept responsibility for their own behaviour as well as give and accept forgiveness.
- ensure that every member of the school community behaves in a considerate, respectful, co-operative way towards others.
- make all appropriate reasonable adjustments to behaviour strategies for children with specific needs.

Rationale & Theory

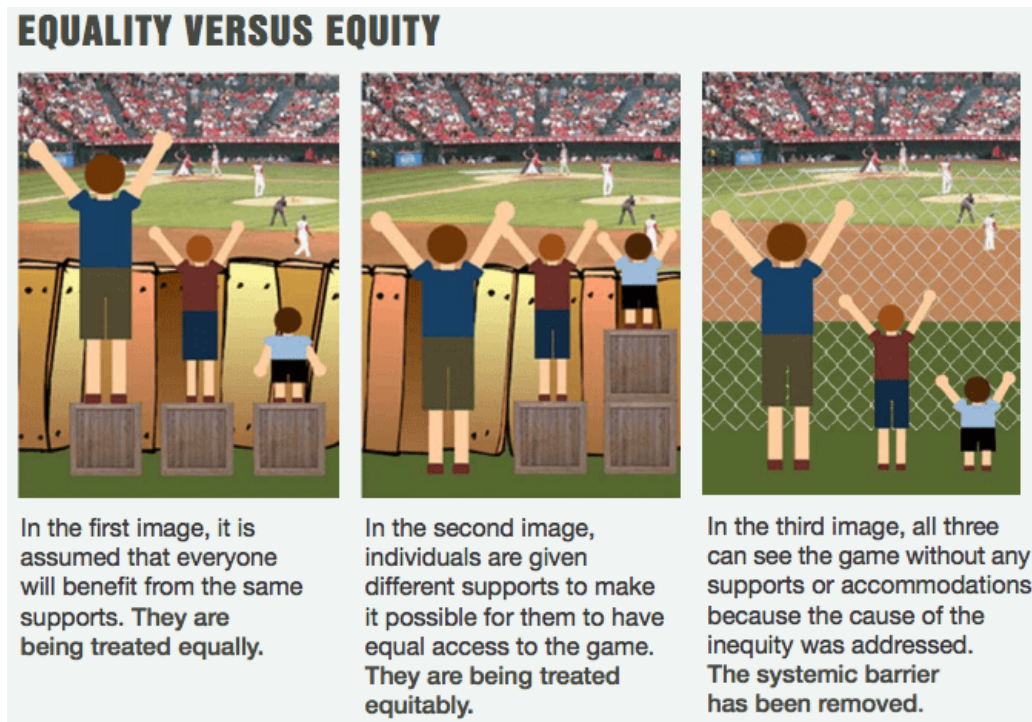
Our behaviour policy is designed to ensure that our children grow into caring, well-mannered, self-disciplined and independent learners. We want them to act upon a personal set of well-founded values, beliefs and attitudes with an increasing sense of personal responsibility as members of the community. The culture of the federation is to develop children's sense of intrinsic respect rather than a reliance on respect of status, job role, gender or any other characteristic.

Behaviour is managed positively based on effective relationships between adults and children rather than dependence on hierarchical status.

This policy and the associated behaviour for learning principles make clear the expectation that standards of behaviour are consistent. This means consistently reinforced by all adults and consistently followed by all children. To achieve this requires all staff working in partnership to continually reinforce the principles and expectations while building relationships with children.

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) recognised that behaviour is a form of communication. The terminology of 'Behaviour and Social Difficulties' was replaced with Social, Emotional and Mental Health Difficulties (SEMH). This shift in focus promotes viewing behaviour as a communication of an emotional need, whether conscious or unconscious. This policy recognises this shift. In light of the impact of school closures during 2019-2020 it is even more critical that approaches recognise the importance and place emotional wellbeing at their heart.

Responding to the SEMH needs of a child is everyone's responsibility. While many universal strategies will work well for all children some children, will need additional and different.



"Fairness does not mean everyone gets the same (equality). Fairness means everyone gets what they need (equity)."

Rick Riordan

A non-judgemental and empathic approach towards behaviour is taken and all adults in school are encouraged to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. A child with behavioural difficulties needs to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Strong relationships between staff and children are vital. Staff must be fair and consistent with every child, taking into account individual needs. Children need to understand that the staff member will always be approachable and support children in understanding that they are there to help, enabling children to feel safe. This may sometimes mean there is a need for staff to explain a consequence to the children to facilitate the learning of appropriate behaviour and to ensure the safety of all.

We actively promote strong relationships between staff, children and their parents/carers. We rely on our positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Relationships are central to our sense of belonging and to our emotional well-being. These include staff-pupil, pupil-pupil, staff-staff, staff-parent/carer, child-parent/carer relationships.

We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having low or no expectations. In order to help children feel safe, we ensure that their educational environment is rich in both nurture and structure. We have consistent, predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of our safe and caring school environment.

Relevant encouragement and consequences that can follow certain behaviours are made explicit, without the need to enforce 'sanctions' that can shame and ostracise children leading to potentially more negative behaviour.

We encourage parental engagement and involvement and see this as crucial when addressing and planning support for children's SEMH needs.

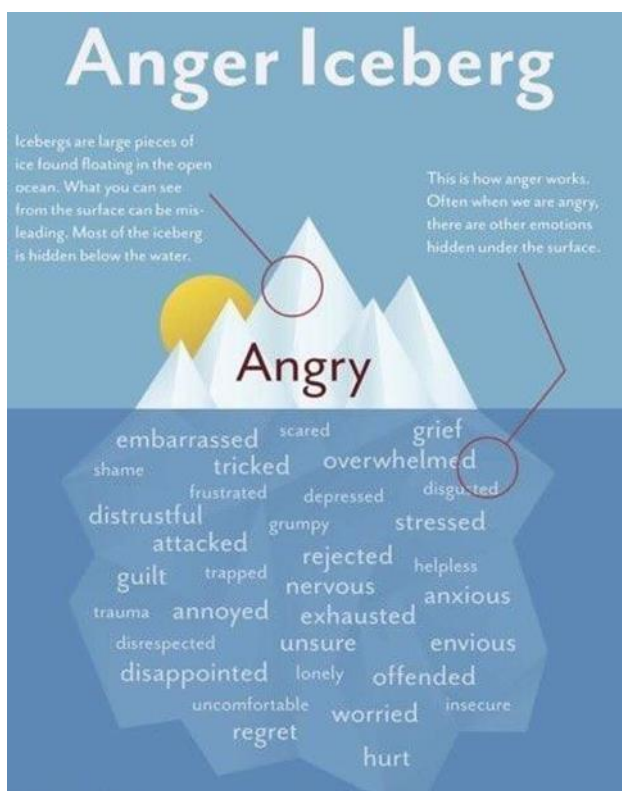
It is important that indicators of SEMH are clearly recognised to ensure that it is not just children who are displaying observable and active/ 'acting out' behaviours (e.g. those who are non-compliant, show symptoms of low mood or hyper arousal, verbal and physical aggression, those who abscond, who have difficulty understanding others or personal boundaries) that are identified. Children who display more passive behaviours (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage. The long term impact is greater for this group of children.

It is also important to view children whose behaviour is externalised or whose emotional distress is internalised as equally vulnerable. Early intervention is imperative for addressing both active and passive behaviours to ensure that low level features / difficulties can be addressed early. It is essential to be aware of the tendency to make judgements around behaviour (e.g. 'mad'/'bad') and important to see all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner. This can be particularly hard to do when a child acts in a way that hurts or frightens others.

Attachment awareness

We value the power of relationships and work relentlessly to understand behaviour in context. All staff consider the context when interpreting behaviour and actioning any consequences in school. We consider what a child may be trying to say by their behaviour, and we ask the right questions to investigate the situation and to offer support: 'What has happened to the child?', 'What is the story?' and not 'What is wrong with the child?' It is important that we take the time to interpret behaviour. All staff consider the context when interpreting behaviour and actioning any consequences in school. We consider what a child may be trying to say by their behaviour, and we ask the right questions to investigate the situation and to offer support.

It is important that we take the time to interpret behaviour. Jones and Bouffard (2012) and Banerjee, Weare and Farr (2014) suggest that interventions for children's social and emotional learning should be integrated into the daily life of the classroom rather than provided through discrete programs. We advocate an integrated Whole School Attachment Aware Approach. Through sharing information, and through individual Personal Provision Plans, strategies and support are in place to support children's individual differences and attachment needs. All children are vulnerable, and some children are particularly vulnerable.



Staff recognise that for some children, the behaviour seen in a given situation was possibly the only option for the child at that time.

All staff recognise that behaviour can indicate the developmental stage of a child. It is important that basic physiological and emotional needs (Maslow's Hierarchy) are met before a child feels safe enough to relax, play and learn. Behaviours that seem inappropriate often occur when a child feels threatened and their basic needs are not being met.





Maslow's Hierarchy of Needs





Adapted for Kids!







One Time Through

Where children's basic needs have not been met, their responses to situations may appear irrational, they are likely to go into survival mode, freeze, (this might be a lack of interest, not listening, clumsy behaviour), fight (this might be physical or verbal aggression) flight (this might be physical running away or emotional running away, the child shuts down) or submit. Each of these emotions will have strong associated emotions, e.g. anger, fear or worry and may lead to behaviour that impact on their learning.

Freeze	Flight	Fight	Submit
<p>What I look like in Freeze...</p> <ul style="list-style-type: none"> × Not interested, bored × Confused, forgetful × Talking about something else × Hard to move through the task × Not listening × Staring into space, daydreaming × Clumsy 	<p>What I look like in Flight ...</p> <ul style="list-style-type: none"> × Run away × Keeping SUPER busy × Not coping in free time × Need to be first or at the front × Bumping into people × Avoiding tasks and activities × Baby talk or silly voices × Hyperactive, giddy & silly × Hiding under tables 	<p>What I look like in Fight ...</p> <ul style="list-style-type: none"> × Hot & bothered × Angry & aggressive × Controlling × Lie or blaming × Shouty & argumentative × Pushing away friends × Demanding × Inflexible 	<p>What I look like in Submit ...</p> <ul style="list-style-type: none"> × Socially withdrawn × Compliant × Quiet × Unable to think, just yes or no answers × Passive × Resigned × Neutral expression × Low mood 

<p>What I am aware of...</p> <ul style="list-style-type: none"> × My brain is slowing down × Trying to think of something safe × I can't do this × Feeling deeply anxious × I can hear you're getting frustrated × Starting to shut down × I feel under attack 	<p>What I am aware of ...</p> <ul style="list-style-type: none"> × Unable to focus × Lonely × Panic × Feeling bad, movement is distracting × Shame × Overwhelmed × Worried about what happening next × Anxious, apprehensive 	<p>What I am aware of ...</p> <ul style="list-style-type: none"> × I'm in danger × Really scared × I am all alone × I feel bad × Frightened × Unimportant × Invisible 	<p>What I am aware of ...</p> <ul style="list-style-type: none"> × I can't think × Tummy aches × Tired × Sad × Lonely 
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All emotions are natural and normal, and not always a matter of choice. Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

Freeze	Flight	Fight	Submit
<p>You can help me feel safe with the following ...</p> <ul style="list-style-type: none"> ✓ Do the task with me ✓ Deep breathing ✓ Tell me I'm ok & that I'm safe ✓ Ask me to push my hands down under my seat & lift myself up off the chair ✓ Gently wonder where I've gone & welcome me back to the room ✓ Make the task smaller & more predictable ✓ Tell me kindly who I am & what I'm doing ✓ Tell me what you want me to do !! without showing frustration 	<p>You can help me feel safe with the following ...</p> <ul style="list-style-type: none"> ✓ Keep me close by ✓ Deep breathing ✓ Give me a easy & familiar task ✓ Make things predictable ✓ Tell me I'm safe, show me a safe place or person I can go to ✓ Kindly talk though what might be tricky 	<p>You can help me feel safe with the following ...</p> <ul style="list-style-type: none"> ✓ Give me a role ✓ Support me socially ✓ Match my energy ✓ Make things predictable ✓ Deep breathing ✓ Connect & show empathy before exploring the consequences of my behaviour 	<p>You can help me feel safe with the following ...</p> <ul style="list-style-type: none"> ✓ Repetitive simple tasks ✓ Weighted blanket ✓ Building with lego or play-dough ✓ Tell me I'm safe ✓ Deep breathing ✓ Spending time with a trusted adult ✓ Do the task with me ✓ Tell me what to do without showing frustration 

Children who are identified as particularly vulnerable need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These are planned in conjunction with parents / carers and relevant professionals, and shared sensitively, as deemed appropriate.

As outlined in the SEN Code of Practice and our local SEND Guide, we promote a differentiated approach following different levels of intervention using the Assess / Plan / Do / Review cycle. Appropriate target-setting and information-sharing is extremely important, to ensure that bespoke provision and strategies are recorded using a range of suitable tools such as **Personal Provision Plans**. These are jointly developed, agreed and reviewed, involving key adults. Most importantly this must include input and involvement from the child to ensure that they (alongside their parents/carers) remain central to this process and can voice what helps/hinders; what likely triggers might be; strengths and difficulties, etc.

Equality & Diversity

The Federation of Follifoot & Spofforth CE Primary Schools welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

Both schools pay due regard to the need:

- **To eliminate discrimination, harassment, victimisation** and any other conduct that is **prohibited by or under this Act.**
- **To advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **To foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. Our curriculum and all its associated plans will fully take into account our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.

Roles & Responsibilities

Headteacher & Governors are responsible for:

- Supporting the schools, which provide a calm, safe, purposeful and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the schools have a policy, which is implemented, communicated, published, monitored, evaluated and reviewed.
- Making appropriate resources available for the policy to be fully implemented.

Staff (Teachers & Support Staff) are responsible for:-

- Providing a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Checklists
- Discussing and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and that they have the necessary skills to deal with situations as they arise.
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Dealing with behaviour sensitively and calmly without threatening or scaring children
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents informed of behaviour issues as they arise.
- Keeping records as described in page 5 of this policy.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Teachers can implement the consequences/rewards within this policy any time the pupil is in school or elsewhere under the charge of a teacher or paid member of staff, including on school visits.

Teachers can implement the consequences/rewards within this policy with pupils in certain circumstances when a pupil's behaviour occurs outside of school, in particular, that which impacts upon or influences outcomes for pupils in subsequent school hours.

Teachers can confiscate pupils' property should the need be required in order to maintain the safety of other pupils and/or excellence in learning standards and experiences for all children.

Parents/Carers are responsible for:-

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.

Children are responsible for-:

- Following the behaviour principles as set out in the behaviour expectations
- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Actively listening to others.

Training

Staff will have access to training when and where appropriate. Staff can always request advice, support and training directly from the Head teacher. Statutory training such as Restrictive Physical Intervention (RPI) will be provided through accredited trainers.

RPI will only be used following a comprehensive review and risk assessment process involving staff, parents and behaviour professionals. Unless staff have been part of this process and there is a plan in place for pupil(s) they should never use RPI as doing so would place them in a vulnerable position.

Links to legislation/policy/documents

We are aware, as a school, of the DFES Primary Behaviour Strategy and will use materials from the LA.

Our policy has clear links to child protection, SEN, Anti-bullying, Equality and Diversity, and Teaching and Learning policies. It will also be linked to the Playtime and Lunchtime Handbook, the Staff Handbook and the Home/School Agreement. We will ensure that an effective anti-bullying policy is in place and is implemented.

Procedures and practices

All adults in school have an important responsibility to model high standards of behaviour, in their dealings with the children and with each other, as their example has an important influence on the children.

Clear behaviour principles (below) in the form of a simple yet powerful set of expectations are displayed. The 'encouragers' and 'reminders' are also prominently displayed in all classrooms and also in key areas around school. These will be explained to all children at the start of the academic year and re-visited as and when necessary throughout the year.

These are the only principles/'rules' that are used in school. They apply to classrooms and the playground. There should be no other class rules or class charters in place as these dilute the consistency of the whole school approach.



Learning behaviours, behaving to learn. <ul style="list-style-type: none"> • I take responsibility for my learning, enjoy challenges and take pride in my work. • I listen so that I can ask questions and answer thoughtfully. <ul style="list-style-type: none"> • I am kind, polite and show respect to everyone. • I look after and respect all property and equipment. <p><i>These principles apply at all times, in all places and with all people.</i></p>	
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	5. Consistently excellent standards of behaviour will be noted, and passed to the Headteacher who will send a message to the pupil and their parents.
	4. Significant effort or improvement recognised with star of the week award presented in sharing assembly.
	3. Recognition from class teacher via 'Marvellous ME' message home.
	2. Verbal encouragement from an adult in another class.
	1. Verbal encouragement from an adult in my class.

	1. Verbal reminder from an adult.
	2. Second reminder. Recorded. (R1 on behaviour log).
	3. Third reminder. Recorded (R2 on behaviour log). Moved within class or miss part of the current playtime.
	4. Fourth reminder. Recorded (R3 on behaviour log). You will be moved to another class for the remainder of the lesson or sit out of the remainder of the playtime and miss part or all of a future playtime[s].
	5. If a serious incident occurs the Headteacher and your parents will be contacted. They will decide on the appropriate consequences. (R4 on behaviour log).

Examples of how to 'live out' each principle can be made to help children fully understand the principles. An example of this is in the appendices.

Where unacceptable behaviour becomes a persistent problem in an individual, which is affecting his/her work, then a behaviour plan will be put in place. We will seek the support and co-operation of parents/carers. We will involve parents for feedback on positive behaviour as well as unacceptable behaviour.

Supervision

Supervision, organisation, consistency and relationships are the fundamental core of managing behaviour well. Without these even the most naturally well-behaved children are unlikely to behave well.

School begins at 8.55 promptly. A single member of staff will be outside from 8.45am. Teaching staff will be on the playground from 8.50am. In the autumn term of 2020 until further notice staff from 8.50 will be at their class designated waiting area.

School ends at 3.20pm (Spofforth) and 3.30pm (Follifoot). Staff will go into the playground with their class to ensure parent/carers are there to collect their children. A member of staff will accompany younger children to the school bus (Spofforth only). In the autumn term of 2020 until further notice staff will see children out at the end of the day from the designated door into the designated waiting area.

At the end of break the bell is rung once and the children all stop. They line up and wait in the playground until their teacher arrives to collect them. At the end of lunchtime the bell is rung once, and the children stop. They line up and wait in the playground until their teacher arrives to collect them. Staff must be prompt in order to encourage prompt and settled lining up.

Children walk quietly around the school building. They give way at doors and respect other people and their property. They hold the door for the person behind them rather than one child holding the door for everyone, this reinforces the principle of everyone having a role in showing good manners. At worship time they enter the hall calmly, listen carefully and take time to think.

Applying the Reminders (Sanctions/Consequences)

If children reach the R2 (see page 6) stage at playtime or lunchtime they should typically miss 5-10 minutes of play. This can typically be done by asking them to sit on a bench or stand with an adult.

There is usually no need for them to be sent inside at this stage. If a child reaches R3 they should miss the remainder of the playtime. This can also typically be done by asking them to sit on a bench or stand with an adult. There is usually no need for them to be sent inside at this stage. Following discussion with the class teacher, if deemed appropriate to miss some or all of a following playtime again, this can be done by asking them to sit on a bench or stand with an adult. If following discussion it is deemed appropriate for them to be kept inside school they **must be fully supervised**. This means an adult in the same room as them for the **full duration** of time they child is kept in. No form of 'remote supervision' e.g. in the room next door is appropriate or acceptable. This principle applies also to children 'staying in' at playtime or lunchtime for any other reason e.g. finishing work or 'doing jobs' for an adult. Please note if children are found to be in a room unsupervised they will be immediately sent out to the playground or hall. This may 'undermine' a sanction/consequence given however it is the responsibility of the adult(s) giving and agreeing the sanction or consequence to ensure full supervision is in place.

Each playtime is a 'fresh start' e.g. if a child received a R2 in morning play they would not go straight to a R3 for their first warning at lunchtime.

Behaviour Checklist

Where there is inconsistency, children are more likely to challenge the boundaries. If a child thinks there is a chance that the school will forget about or not apply a sanction then sanctions will be no deterrent in the future.

Doing the simple things consistently makes a difference with behaviour. For example, the teacher who takes the time to meet and greet children at the door will find they come in happier and ready to learn.


The 'Checklist Manifesto' by Atul Gawande, a surgeon who was concerned that so many patients seemed to suffer serious complications in the days after their operation offers valuable insight. Gawande realised that many of these problems were caused by operating staff failing to follow basic procedures. For example, a surgeon failing to wash his hands could cause an infection, or failing to account for all the swabs used in the process could lead to one being left in the patient's body. Gawande developed a checklist to be read out before each operation to ensure that all of the simple, but essential procedures were followed. The outcome was a marked decrease in the number of patients becoming seriously ill or dying after surgery.

The prominent national adviser on behaviour Charlie Taylor has taken the idea of a checklist and adapted it to help schools to improve behaviour. Teachers and support staff run through the checklist first thing in the morning and again after lunch to ensure the correct preparations are in place. It serves as a reminder of what needs to be done and ensures consistency.

Teachers who follow these guidelines find there is more consistency of approach to managing behaviour, both in the classroom and around the school. When children know that adults will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

The checklist may seem too simple, but managing a school or a class is a complex operation and because of this complexity it is easy to fail to get the simple, but essential, things right.

See page 33 for Federation behaviour checklist. A laminated copy of this should be kept under the keyboard of every teachers computer.

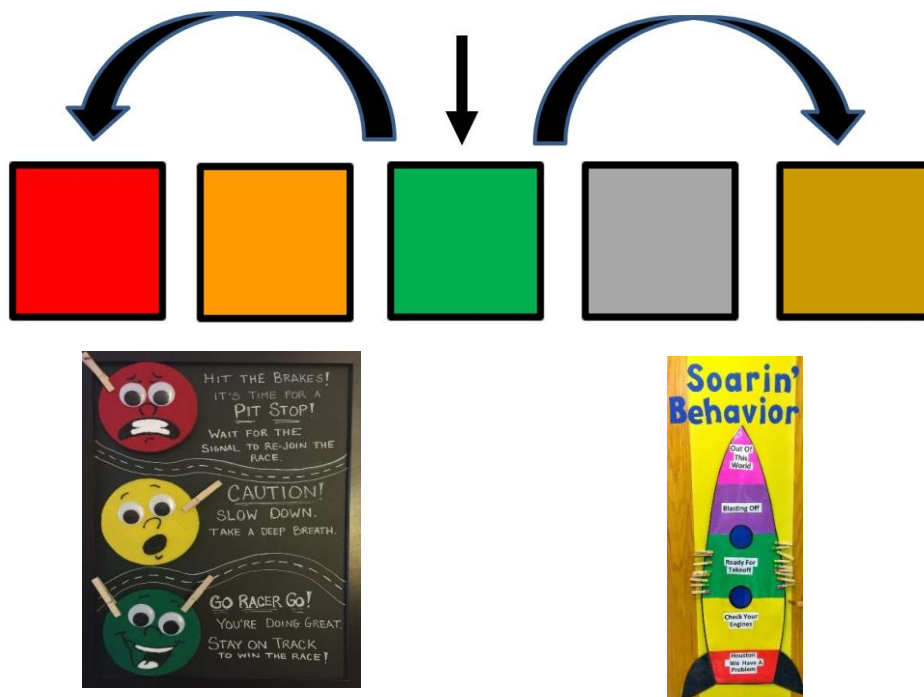

Staff Behaviour Daily Checklist
Laminated copy kept under keyboard of every staff classroom computer.

Classroom	
Check	In Place
Know the names and roles of all adults in class	
All adults have been appropriately briefed	
Discuss the children on the morning and throughout the day	
Behaviour principles (talking, listening and encouraging) clearly displayed in classroom	
Visual timetable on display	
Access to toilets and separate storage	
Checklist for house point recording	
Children	
Check	In Place
Know the names of all the children and use them. Avoid use of informal nicknames such as pet	
Greet the children and ensure children line up promptly and quietly before entering the building	
Morning emotions check-in - how are you today?	
Know children of reduced ability - primary care personnel to facilitate - behavioural from past's impact	
Ensure classrooms are used properly with high levels of care for personal and school belongings	
Know the children who have extra support in terms of behaviour	
Secure morning knowledge of feedback from parents collected before the return to school in September 2020	
Know children the class routines ensuring children have a clear understanding of them	
Teaching	
Check	In Place
Ensure that all resources are prepared in advance and are easily to hand	
Make the behaviour you want to see more of. Have children using the right language then entering the classroom and the working book pages	
Remember, from the needs of the children and adapt provision to promote and encourage independence and sense of success	
Play, calm	
Apply clear routines for transitions and for stopping the class	
Parents	
Check	In Place
Give feedback to parents about their child's behaviour - at their own about the good bits as well as the bad ones	
Invite each parent to have time and are happy to speak before starting	
Ensure conversations take place in a timely, supportive location	

Maintenance of Positive Behaviours - Benchmarking

Benchmarking systems can be used to support children in learning what is (and what is not) acceptable. Some examples are included below.

Staff use judgement as to if systems are needed and how to apply considering where this might make behaviour worse due to embarrassment.



When children have a secure understanding of acceptable and unacceptable behaviours emotional scaling is likely to be of greater help. Some examples are below.

hyper	Exploding	1. I will immediately ask a teacher to cool down in a different space or take a walk.
fast engine	Boiling	
	Angry	1. I will use my self-talk strategies: - "It's no bigger" - "problems are made to be solved"
	Upset	2. I will go to the cool down area
	Frustrated	3. In the cool down area, I can: - take deep breaths - count to 10 - look at calming books
engine revving	Irritated	4. I will stay in the cool down area until I am calm and then I can return to the activity by myself
	Nervous	
calm engine	COOL	I KNOW I AM DOING A GOOD JOB! - I am doing my work - I am using whole body listening with my teachers and peers - I am using a quiet voice - I am cooperating with peers - I am using expected school behaviors
	CALM	
	RELAXED	
slow engine	Sleepy	1. Ask to go to the bathroom 2. Ask to get a drink of water from the drinking fountain 3. Do brain exercises
engine off	Tired	
	Sick	
	Blah	

Feelings Chart		
	How I feel	What I can do
5	 I need some help!	<input type="checkbox"/> Ask to go visit Mrs. Holland <input type="checkbox"/> Ask to take a break/use theraputty <input type="checkbox"/> Hold on to Luke Skywalker (if he is here) <input type="checkbox"/> Take 4 or 5 deep breaths
4	 I'm really upset.	<input type="checkbox"/> Ask to go visit Mrs. Holland <input type="checkbox"/> Ask to take a break/use theraputty <input type="checkbox"/> Hold on to Luke Skywalker (if he is here) <input type="checkbox"/> Take 4 or 5 deep breaths
3	 I've got a problem.	<input type="checkbox"/> Let a teacher know that you have a problem and need some help <input type="checkbox"/> Play with your squishy thing <input type="checkbox"/> Hold on to Luke Skywalker (if he is here) <input type="checkbox"/> Take 4 or 5 deep breaths
2	 Things are pretty good.	<input type="checkbox"/> Play with my squishy thing <input type="checkbox"/> Think of my favorite things <input type="checkbox"/> Say "I'm going to be O.K." to yourself <input type="checkbox"/> Take 3 or 4 deep breaths
1	 Feeling Great!	<input type="checkbox"/> Enjoy the feeling! <input type="checkbox"/> Have fun

How Do I Feel Right Now?

1.	2.	3.	4.	5.
Calm Relaxed Content Happy Peaceful Positive Settled	Nervous Worried Concerned Anxious Fidgety Jittery Unsure	Tense Insecure Confused Lost Upset Sad Impatient	Overwhelmed Uncomfortable Agitated Frustrated Irritated Discouraged Cross	Angry Panicked Out of Control Rage Powerless Frightened Despair
				
				

Recording behaviour incidents

It is important that systems for recording both incidents and encouraging positive behaviour are used consistently.

To ensure the highest standards of behaviour are set and maintained records are kept and reviewed regularly. This ensures patterns and trends can be analysed effectively to identify key issues or times relating to poor behaviour. This enables a more effective strategy to support children and improve behaviour to be put in place. In addition children knowing that accurate records are kept and used in discussions with themselves and their parents will often act as a deterrent in itself. Records facilitate effective discussions with children and parents highlighting the level and frequency of poor behaviour.

At present there are no set 'sanctions' or consequences directly linked to any number or frequency of incidents. The HT and or senior leader will review the electronic behaviour records on a weekly basis and in conjunction with class teachers will decide on appropriate course of action where patterns of behaviour are causing concern and or impacting on learning.

Incidents are recorded in line with the 'reminding' steps as outlined in the behaviour principles poster.

All staff are expected to follow the prompt/steps in the 'encouraging' & reminding' sections. Staff will exercise their own professional judgement as to where names are recorded at the R1, R2 & R3 stages. It can be effective to do this using 'Happy' & 'Sad' faces on the classroom whiteboard, this however for some children can have the opposite effect of public embarrassment causing behaviour to decline further and worsen. Staff should carefully consider the most effective strategy for all the children in their class and employ this consistently. A sheet on the teacher's desk may be more effective.

Staff will exercise professional judgement with regard to R1 (second reminder name recoded) being 'earned off' and therefore not formally recorded on the electronic system. Any steps above R1 cannot be 'earned back' e.g. if a child has moved to R2 and has been improved in class this must be logged

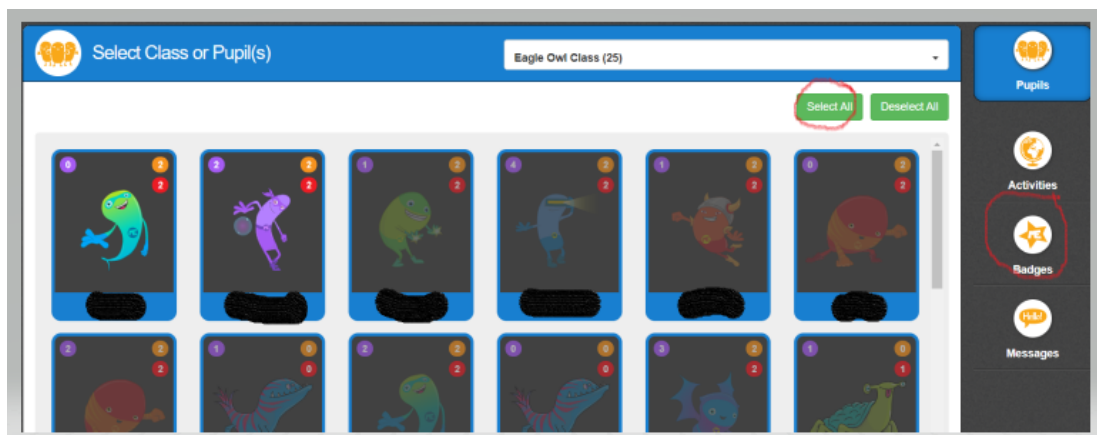
Encouragement and praise are the foundation of our policy however when children make inappropriate choices, the consequence system is operated.

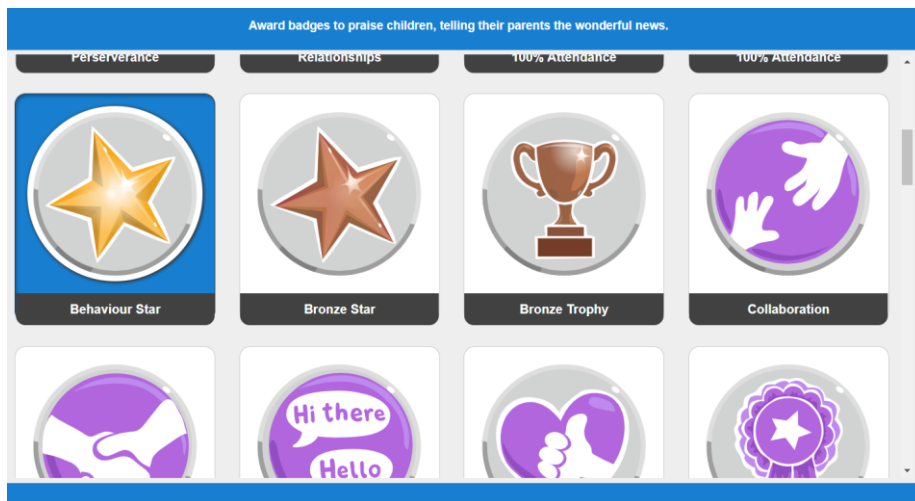
We always **fully investigate any incident**; all the children involved can talk and discuss the issue and each one is listened to. Children who have broken the expectations of conduct because of personal difficulties are given extra support but will still be given the appropriate sanction. The guidelines below ensure parity between events and fairness for all children.

Positive Behaviours


Use Marvellous Me. This should be done on the day. This can be completed with the child and children encouraged to nominate each other.


- Login to Marvellous ME
- Select the child or children by clicking on their names
- Click on 'Badges'
- Select Behaviour Star badge or other suitable badge describing the behaviour e.g. Respect, Teamwork
- Write a brief explanation of why the badge was awarded
- Select Award
- If parent does not use Marvellous ME and or it is felt a printed copy will be beneficial select print and award.







Well Done!
This badge is presented to

 Edit

 Behaviour Star

Explain why the badge was awarded: 300

Cancel Print & Award Award

Behaviour Incidents

Intervention (de-escalation)

The shared view of staff and governors is that certain types of behaviour are unacceptable – for example, verbal abuse, shouting, poor manners, aggressive behaviour, bullying, disrespectful behaviour and racism, sexism, homophobic and transphobic language/abuse.

In the event that an example of any of these kinds of behaviour should occur, we recognise that consistency of approach is required. It has been agreed that the following guideline are appropriate:

- We will make sure that the child is safe.
- We will follow the steps as outlined in the 'reminding' section of the behaviour principles poster.
- We will talk quietly and calmly with the child, offering advice and support and avoiding an audience.
- We will be prepared to listen to the child and encourage a dialogue with them.
- We will tell the child what we expect of them, referring to the 'behaviour principles'
- We will identify the appropriate level of consequence in line with the 'reminding' section of the behaviour principles.
- Where appropriate we will use the structure of reflect rethink resolve (see pages 12 & 13)

The four-step process and associated language is used support children and to help them understand what is happening:

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3: Setting limits on behaviour ('We can't continue to do __ as it is not safe.')

Step 4: Problem-solving with the child/young person ('We can sort this out by ___' / How do you think this could be resolved?')

Discussion, Conflict Resolution, and Peer Support

Children are always encouraged to resolve any conflict or issues with one another with the direct support and guidance from their Class Teacher. They are encouraged to understand feelings, acknowledge their own behaviours and how they may have impacted on another.

Children's behaviour is underpinned by the stage they have reached in social and emotional development, the level of skills they have in this area, and their emotional well-being, in interaction with the social, emotional and physical environment.

We cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional and behavioural skills.

Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/ sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrongdoing can be repaired. When dealing with conflicts or issues, adults consider knowledge and understanding of the child's back story and how that might impact on their behaviour. When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition and emotional response of an adult.

Working restoratively ensures that relationships are stronger, and learning is more effective. Across the Federation at the start of the day, every child is made to feel welcome, greeted by adults and shown that they belong are liked, respected and valued. The children begin the school day with an emotional check in. By sharing how they feel, adults in the classroom are able to identify the children who may need support and encouragement and anticipate needs for the day ahead. The adults in the classroom share how they are feeling with the children in order to share and generate a safe environment, build empathy and help the children identify why they are feeling a certain way and start to understand emotions they are feeling and why.

Children and staff are encouraged reflect on and name emotions throughout the day to demonstrate that emotions and feelings change during the day and do not stay fixed. Children are still learning about emotions and need consistent practice placing and naming the feelings they develop through modelling and understanding. Ending the school day with a check out enables the children to see how their emotions feelings have changed throughout the day. The children learn to label and recognise their feelings, acknowledge their feelings and those of their peers, manage their feelings and learn what to do about them.

Children are encouraged to develop their strategies for dealing with difficult situations with support, structure and modelling from teachers. We have embedded within school various support mechanisms to nurture our children and a wonderful example of this is the Year 6 / Reception class 'buddy' system. Excellent behaviour is modelled by our oldest children in school; their support and friendships are facilitated through the buddy system resulting in our youngest children growing in confidence and resilience.

Use CPOMS to record all behaviour incidents. This must be done on the day. It must **not** be completed in front of the child or any other children.

- Login to CPOMS
- Click on Add Incident (top right-hand corner)
- Search for child by typing first few letters of their name in the bar that says 'Begin typing student's name'
- Tick the category box 'Behaviour related log'
- Chose the appropriate subcategories (where it happened, type of behaviour and level e.g. R1, R2 etc.)
- Describe the incident and most importantly the action taken so far in the 'Incident' box.
- Click on Add Incident

Spofforth CofE Primary School | Dashboard | Reporting | Planner | Library | Admin | Account Settings | Add Incident | LOGOUT

Student | Begin typing a student's name

Incident | [Text Area]

Categories

☐ Attainment ☐ Attendance ☒ Behaviour Related Log ☐ Bullying/ Friendship Related Issues ☐ Cause for Concern ☐ Child Contact ☐ Child Protection

☐ Contact with External Agency ☐ Home Issues/ Parenting Issues ☐ Medical Issues ☐ Parental Contact ☐ Refer to DSL ☐ Safeguarding ☐ SEND ☐ Team Teach Incident

☐ Verbal & Aggressive Incidents

Behaviour Related Log Subcategories

☐ Answering back ☐ Bad Language ☐ Classroom ☐ Hall ☐ Hitting/Pushing ☐ Kicking ☐ Negative Behaviour ☐ Playground ☐ Poor Manners ☐ Positive Behaviour

☐ R1 ☐ R2 ☐ R3 ☐ R4 ☐ Refusing reasonable instruction or request ☐ Repeatedly not listening ☐ Spitting or Biting ☐ Telling Lies

Linked student(s) | Begin typing a student's name

Type a student's name to link them to this incident

Agency Involved

Add to planner

☐

Add Incident

Stage 4 of the consequences refers to additional consequences that may be sanctioned by the Head teacher these may include –

- Missing playtime(s)
- Informal discussion between class teacher and or Head teacher & parent/carer
- Letter sent home
- Further warning
- Parents invited in
- Internal exclusion (moved to another class for a fixed period)
- Supervised isolation during playtime and lunchtime
- Child placed on report
- Fixed-term exclusion
- Permanent exclusion

Monitoring of Incidents

The HT, SENDCO and respective senior teachers are alerted to all behaviour incidents recorded on CPOMS. On receiving an alert they will; review the incident including assessing the action taken so far. If no clear action has been taken they will note on CPOMS in the 'Add Action' that follow up is required and by who. This will be followed up with support as needed.

Behaviour is regularly discussed as a key item at staff meetings with updates in weekly briefings also.

The HT will report to the school development committee and full governing board on key strategic issue relating to behaviour for example policy updates, patterns in incidents.

Talking to Parents about Behaviour

This is often one of the hardest parts of being a class teacher. Careful considerations should be given before each discussions and where necessary advice sought from senior leaders and or the Head teacher. Although difficult these are often some of the most important discussions and must not be avoided.


Basic Principles

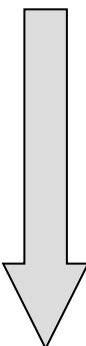
- Carefully plan discussions – what are the key messages you want to get across.
- Ensure discussions are conducted in private never 'on the corridor' or on the playground'.
- Ensure you have suggestions, next steps to give to help improve the situation, never say you don't know what else to try. You may sometimes feel like this in which case seek advice before meeting with parents.
- Listen and take on board parent perspective and any ideas/strategies they might have.
- Keep to the facts and avoid opinion e.g. *'The behaviours are interrupting and disrupting learning in most lessons'* rather than *'They are the most difficult child I have ever known'*. The later might be true but does nothing to help improve what is likely to be a challenging conversation.
- Always arrange a time to follow up further.

Appendices

Learning behaviours, behaving to learn.

- I take responsibility for my learning, enjoy challenges and take pride in my work.
 - I listen so that I can ask questions and answer thoughtfully.
 - I am kind, polite and show respect to everyone.
 - I look after and respect all property and equipment.
- These principles apply at all times, in all places and with all people.*

	5. Consistently excellent standards of behaviour will be noted and passed to the Headteacher who will send a message to the pupil and their parents.
	4. Significant effort or improvement recognised with star of the week award presented in sharing assembly.
	3. Recognition from class teacher via 'Marvellous ME' message home.
	2. Verbal encouragement from an adult in another class.
	1. Verbal encouragement from an adult in my class.

	1. Verbal reminder from an adult.
	2. Second reminder. Recorded. (R1 on behaviour log).
	3. Third reminder. Recorded (R2 on behaviour log). Moved within class or miss part of the current playtime.
	4. Fourth reminder. Recorded (R3 on behaviour log). You will be moved to another class for the remainder of the lesson or sit out of the remainder of the playtime and miss part or all of a future playtime(s).
	5. If a serious incident occurs the Headteacher and your parents will be contacted. They will decide on the appropriate consequences. (R4 on behaviour log).

Where needed each individual principle/rule can be broken down with examples using the format below.



Learning behaviours, behaving to learn.

**I am kind, polite and
show respect to
everyone.**

This looks like

- Saying 'excuse me' before speaking.
- Knocking on closed doors and waiting for a response.
- Saying 'please' and 'thank you' when asking for something.
- Holding the door for the person behind you.
- Listen to adults without interrupting.
- Giving your view calmly and politely.
- Following instructions the first time of asking.

Playground & Hall Slips

<p align="center">Playtime / Lunchtime Behaviour Slip</p> <p align="center">To be completed by supervising adult and handed to the child's class teacher at the end of playtime or lunchtime.</p> <p>Date _____</p>			
Name of pupil -		Class -	
Incident Record			
<p align="center">R1 Second reminder given.</p>	<p align="center">R2 Third reminder given – sit out of part of playtime (typically 5 – 10 mins)</p>	<p align="center">R3 Fourth reminder – sit out of rest of playtime and miss part or all of next playtime.</p>	<p align="center">R4 Serious Incident. Sent directly to class teacher. Incident form completed.</p>
Completed by _____			

<p align="center">Playtime / Lunchtime Behaviour Slip</p> <p align="center">To be completed by supervising adult and handed to the child's class teacher at the end of playtime or lunchtime.</p> <p>Date _____</p>			
Name of pupil -		Class -	
Incident Record			
<p align="center">R1 Second reminder given.</p>	<p align="center">R2 Third reminder given – sit out of part of playtime (typically 5 – 10 mins)</p>	<p align="center">R3 Fourth reminder – sit out of rest of playtime and miss part or all of next playtime.</p>	<p align="center">R4 Serious Incident. Sent directly to class teacher. Incident form completed.</p>
Completed by _____			

Federation of Follifoot & Spofforth CE Primary School

Class Behaviour Record

Steps/ Stages – Reminders

R – First verbal reminder

R1 Second verbal warning

R2 5 – 10 minutes moved in class

R3 Sent to HT or duty class teacher

R4 Serious Incident (SI) – removed from situation & reported straight to HT

Paper records to be added to CPOMS end of each day.

Class _____ **Week beginning** _____

[illegible]

Reflect, Rethink, Resolve

This will help you think about what happened.

Name		Date	
-------------	--	-------------	--

So...what happened? *Who else was there/involved? When? Where?*

Who else has been affected by what happened?

.....

What were you thinking/feeling at the time?

How are you feeling now about what happened?

									
Angry	Worried	Don't Care	Annoyed	Guilty	Confused	Ashamed	Glad	Sad	Sorry

How do you think they feel now about what happened?

									
Sad	Won't Care	Worried	Annoyed	Angry	Sorry	Confused	Hurt	Vengeful	Shocked

How can I turn this into an opportunity for learning ?

STAFF COMMENT: (completed by the staff member after discussing the report)

On reading and discussing this 'Reflect, Rethink, Resolve', what does the young person appear to have learned from this experience.

Would any further work be advised? If so, what? When ? Who ?
(Please inform any relevant people if unsure seek guidance)

Staff Behaviour Daily Checklist

Laminated copy kept under keyboard of every staff classroom computer.

Classroom	
Aspect	In Place
Know the names and roles of all adults in class.	
All adults have been appropriately briefed.	
Collect the children on time at the start and throughout the day.	
Behaviour principles including reminders and encouragers clearly displayed in classroom.	
Visual timetable on display.	
Access to CPOMS and MarvellousME.	
Clear system for house point recording	
Children	
Aspect	In Place
Know the names of all the children and use them. Avoid use of informal collective nouns such as 'guys'.	
Greet the children and ensure children line up smartly and silently before entering the building.	
Morning emotional check in – how are you today?	
Show children all valued equally – children very perceptive to favourites – self-awareness from staff is important	
Ensure cloakrooms are used properly with high levels of care for personal and school belongings. Actively promote and ensure collective responsibility for this.	
Know the children who need extra support in terms of behaviour.	
Secure working knowledge of feedback from parents collected before the return to school in September 2020	
Teach children the class routines ensuring children have a clear understanding of them.	
Teaching	
Aspect	In Place
Ensure that all resources are prepared in advance and are easily to hand.	
Praise the behaviour you want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).	
Apply agreed Federation routine for stopping the class and talking to children. '3, 2, 1 Stop Look and listen please.' Only start talking when all children are listening. Stop and re-engage if children stop listening while adult talking.	
Consistent use of nomination when asking questions. No use of hands up from children to answer questions.	
Differentiate. Know the needs of the children and adapt provision to promote and encourage independence and sense of success.	
Stay calm. Keep to the steps to avoid 'sudden' escalation from calm to cross very quickly.	
Parents	
Aspect	In Place
Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.	
Always check parents have time and are happy to speak before starting.	
Ensure conversations take place in a suitably confidential location.	