



Behaviour Policy

Believe * Achieve * Succeed

Policy Reviewed	November 2019
Next Review	September 2020

Rationale

The staff and governors at Masefield Primary School believe that a happy, secure and nurturing environment promotes positive behaviour and mutual respect that is conducive to learning. We demonstrate consistently high expectations of all our children, ensuring that each adult is a positive role model. We are committed to maintaining high expectations of behaviour as an essential contribution to the educational experience of the pupils and to the happiness and well-being of the school community.

The purpose of this policy is to give a clear code for the use of all at Masefield Primary School, both adults and pupils.

Aims

- To teach positive behaviour through being positive role models.
- To provide an inclusive and caring environment in which children are encouraged to develop self-discipline, self-control and respect for others' rights.
- To promote happiness and support children to develop positive, caring attitudes towards each other and the environment.
- To acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and celebrated.
- To support each member, who needs help and encouragement, in particular recognising the importance to pupils of approval by their peers.
- To ensure that every individual in our school is valued and celebrated.
- To listen attentively to each other, valuing the opinions of others.
- To provide a time and a space in which a child is able to reflect upon his/her actions and, where relevant, make reparation through providing support and comfort.
- To communicate with each other in a polite and thoughtful manner.
- To provide pupils with the guidance that they need in order to grow up into confident, successful adults.

We believe that **consistency** is the key to fulfilling these aims and this is reflected in our whole school approach.

At Masefield we recognise that children have different needs and that we should know, and recognise, what these are. We know that we need to treat some children differently to others in order to achieve the same result; this is what we mean by equal opportunities.

We know that we need to use the right techniques in order to help our pupils; for some this will mean lots and lots of praise and rewards, for others a quiet "well done, I'm proud of you". For some it will mean extra help in lessons, for others it will be a challenge that they can work on with their friends.

Rights, Rules and Responsibilities

At Masfield, we believe that children have four basic rights:

1. To feel and be safe
2. To learn
3. To be treated with respect
4. To be included

Rules and procedures are there to protect these rights. With any rules come responsibilities. Time should be taken to practise responsibility so that they become habit. Visual reminders around school help to reinforce the message and protect the four basic rights. Our policy is founded on four basic shared responsibilities.

Children	
Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be safe	To behave in a way which keeps ourselves and others safe
To learn	To attend school regularly To be willing to learn To allow others to learn
To make mistakes	To own mistakes To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others
To be included	To include others

These rights and responsibilities will be clearly discussed with all children throughout the school, in order that we appreciate how this will help us all to work in a well ordered and happier environment based on mutual respect during all elements of school life.

Assemblies are used to reinforce all children's understanding of the school's expectations of behaviour. Circle time, PSHCE and SEALs lessons are used to discuss rights and responsibilities.

In order to reinforce the rights and responsibilities, there are four basic rules:

1. The Learning Rule
2. The Talking Rule
3. The Movement Rule
4. The Treatment Rule

Staff rights

All staff at Masfield have a right to be treated with respect and be supported by their colleagues and senior leaders. Their opinions are valued and they are listened to. All staff are entitled to receive the appropriate training to increase their skills in behaviour management.

Staff responsibilities

The staff at Masefield will strive to provide for varying abilities within the classroom situation, differentiating work as necessary to ensure that children are motivated and working within their capabilities. Staff recognise that failing to do this can create indiscipline. We will promote the appearance and cleanliness of our school both inside and out the building, leading by example, and encourage the children to promote the image of the school within the local community with their good behaviour.

All staff in school, including lunchtime staff, supply staff and other visitors need to be aware of the systems in operation and have access to this document. They are part of the school community and must reinforce this policy.

We will support our children (not just those in our own class) in the upholding of our shared rules, in order for the children to understand that we are all working towards the same goal; a well ordered, positive environment, where children have a respect for others' rights and accountability for their own behaviour.

In order to achieve this we will teach the children that behaviour is related to outcome. Desirable or undesirable consequences need to be seen by the children as an outcome of their own choice i.e. good behaviour leads to praise or positive reinforcement, bad behaviour does not. Where a child is displaying both bad and good behaviour we will try to reinforce the good.

Staff	
Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinion in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's systems/ policies/ expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others developing their skills in promoting positive behaviour and good attendance To acknowledge areas of own behaviour management skills which could be developed To try new approaches

Parents	
Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To make sure that their child attends school regularly To talk to their child about what s/he does in school To talk to teachers if they have any concerns about their child's learning or wellbeing
To be listened to	To listen to others
To have access to information on the school's approach to behaviour and attendance	To absorb information and share concerns
To have concerns taken seriously	To share concerns constructively

Challenging Behaviour

Each KS1/2 classroom will operate a traffic light system. Each child to start each day on "green". When a child goes to the thinking spot they are put on amber. At the thinking spot there should be a signing in book and opportunities for the child to calm down and reflect on making positive choices. Prior to going onto amber, a child can be given a 'polite reminder' then a 'warning' and will be reminded of the relevant rule. Strategies for calming down need to be taught and modelled (refer to SEALs strategies). Each day a child is selected to be 'Star of the Day' and their name is placed on the star. They will receive a dojo and a postcard will be sent home.

As part of the restorative practise conversation with the child, a member of staff should discuss what the child needs to do to return to green. This should be achievable, fair and consistent. It should also focus closely on the rights of the child, their peers and adults in the classroom as appropriate.

Appendix 1 – KS1/KS2 Traffic Light System

Appendix 2 – Thinking Book

Nursery

In Nursery, the children focus on the following rules:

1. Kind Words
2. Kind Hands
3. Kind Feet

Children are instantly rewarded through stickers, key worker certificates and praise. Each session a child is selected to be the star of the day and a postcard is sent home.

If the children have received a warning and are still making the wrong choices with regards to their behaviour, they will sit on the 'Thinking Carpet' for 3 minutes. After this they will talk to their teacher or TA about how they could make better choices in future. There is a sand timer for the children to use whilst they are on the thinking carpet. This will act as a visual cue. If additional de-escalation is required after the timer has run out, children will be directed to an adult-led task for support.

Appendix 3 – Nursery Rewards and Consequences

Reception

Reception operates a weather system, where each child begins the day on the sunshine. If they display positive behaviour and make consistently good choices, they will remain in the sunshine. Above the sunshine is a gold star. Each day a child is selected to be the 'Star of the Day'. They will receive a dojo and a postcard will be sent home. If they are moved to the cloud, then they should go to the thinking spot for opportunities to calm down.

If children display inappropriate behaviour, e.g. refusing to follow instructions, being unkind to others, then they will be reminded of the appropriate rule that they are breaking and asked to think about their behaviour and make the correct choices. This is a 'friendly warning'. If this doesn't work then they will be placed on the rainbow, which acts as a warning to reflect upon their behaviour.

If children are still unable to make correct choices, then they will be placed on the cloud. This will be three minutes time out in the classroom, where the children are asked to reflect upon their behaviour choices. Where children continue to make the wrong choices, they will be exited to the relevant member of the senior leadership team.

As part of the restorative practice conversation with the child you should discuss what the child needs to do to return to green/the sunshine. This should be achievable, fair and consistent.

Appendix 4 – Reception Reward System

Our whole school reward system:

Dojo points may be earned for outstanding work, good manners, good learning behaviours, upholding the core values and specific class targets e.g. if your focus one week is being kind or sharing. **Dojo points may only be given, not taken away and are only given one at a time.** More than one Dojo may only be awarded as part of the Home Learning Menu. Dojos are recorded using the dojo online application and this is always open in class ready for use. Dojos can be recorded under the 'needs work' section, for example if a child has forgotten their PE kit/reading book or if they have not followed instructions and as a result are not ready to learn. **Dojo points are not taken away here, this instead acts as a warning and record.**

The class who has achieved the highest number of dojos for the week is displayed in the hall.

Each Friday, we hold a Good News Assembly. During this assembly two children from each class are awarded **Trier of the Week certificates**. These are linked to learning and behaviour. Children are also awarded Bronze, Silver and Gold awards, as outlined below. The **Core Value** relates to our Core Values.

Children are receive the following awards as outlined below outlined below.

50 Dojos: Headteacher's Sticker

100 Dojos: Bronze Wristband

150 Dojos: Silver Wristband

250 Dojos: Gold Certificate

350 Dojos: Platinum Certificate

500 Dojos: Tea at Two

Top two dojo scorers from each class: Mystery Prize

When all children in a class have received a bronze award then the class receive a whole class reward.

The two children with the highest number of dojos in each class at the end of the year will be rewarded with a mystery prize. This might be a trip, e.g. bowling or to the cinema.

We inform parents via text each Monday to inform them if their child is to be awarded a certificate in the Good News Assembly. Parents are invited to attend this assembly each week.

Other positive reinforcement strategies in school include:

- Positive comments or smiley faces in pupils' work.
- Public praise in front of peers.
- Taking good work or a note about good behaviour to another teacher or the Head of School for praise and stickers.
- Additional certificates for something else if appropriate to be given out during Good News Assembly.
- Children who receive a Trier of the Week certificate or a Starfish Award will have their photograph displayed on Twitter.
- For time to time, individual classes may run individual reward schemes to reinforce positive behaviour e.g. raffle ticket system or cubes in a tub. We recognise that any scheme only really works for six weeks, so for some children these additional schemes are required.
- Some children will need extra incentives than the whole school approach. Children may require a praise book or busy box. Children who have a praise book will also get an additional sticker chart to encourage positive behaviour choices. This is in addition to the whole school dojo approach. Children are put on a praise book through discussions with SLT.
- Each day a child is selected to be star of the day and a postcard is sent home to celebrate this.

Appendix 5 – Dojo Awards

Appendix 6 – Top Dojo Class Template

In Year 2 and Key Stage 2, children are given the opportunity to become a member of the School Council. They are chosen by their class, using a democratic approach, for being a responsible member of their group. It is explained to all why the children have school council status.

In Year 6, some children have the opportunity to become a Prefect or Reading Buddy/Playground Buddy. They apply for the post and prospective prefects are interviewed. They have to demonstrate high levels of behaviour, independence and attendance to be successful in the application for their role. Prefects are awarded their role in an assembly and are allocated specific responsibilities which are explained to children. Some prefects are linked to the School Council and have specific responsibilities linked to this. Peer Mentors and Reading Buddies undergo additional training and apply for the role for a minimum of a term.

Unfortunately, if any child misbehaves their status as a Prefect or School Council Representative can be withdrawn and the child has to earn this responsibility back.

House Teams

Each child from Reception and every member of staff are allocated to a House Team. When children receive an award in Good News Assembly they receive a point for their team, which is recorded. At the end of each Good News Assembly, the winning house for that week is announced and the House Team display in the hall is updated.

At the end of each half term, the winning team is announced and they receive an award e.g. afternoon of rounders, cinema experience and will be led by the members of staff and prefects linked to the house team.

Additional termly House events are also held to earn extra bonus points for the teams.

The House Teams are:

St David

St Patrick

St George

St Andrew

Consequences for when the positive approach doesn't work

At Masefield, we believe that everyone is accountable for their behaviour and by planning consequences we take away the emotional aspect that can cloud our judgement in the heat of the moment.

We recognise that consequences need to be in proportion to the misbehaviour and that **consistency is crucial**. The knowledge that behaviour will be followed up is far more important than the gravity of the consequence. Consequences can either be immediate or deferred until later.

At Masefield, we know that we need to give children opportunities to take on accountability for their actions. A good consequence that achieves this is the positioning of a table or quiet area within the classroom so that a child can reflect on their part.

- What I did (not what the other person did to provoke me)
- The rule I broke (and the right I took away in doing so)
- What I need to do to improve (or how I will react next time)

This is recorded in the class thinking book. Class thinking book entries are recorded on CPOMS by the class teacher.

If a child has to be reminded about appropriate behaviour they will receive a **POLITE REMINDER** explaining that their behaviour may be preventing others from having their rights that are included in the class charter. They may be given a further **WARNING** reminding them of their expectations if the behaviour continues. If the behaviour continues the pupil will move to 'Amber': a copy of the class charter will be given to them to look at in the thinking area and they will fill in the thinking book to reflect on their actions. The class teacher will follow up the thinking time with the child as soon as possible when the child has completed the thinking book. It should be a constructive discussion, outlining what the child must do to return to 'Green' and what the next consequence will be, should the behaviour continue.

	Consequence
1 st Consequence	<u>Polite Reminder</u> with reference to the Class Charter and the Four School Rules
2 nd Consequence	<u>Warning</u> with reference to the Class Charter and the Four School Rules
3 rd Consequence	<u>Thinking Spot (Amber)</u> for reflection on the rights of the class charter and rules that were broken – thinking book completed. Discussion with an adult – how can we make the situation right? - <i>logged on CPOMS</i>

4 th Consequence	Exit (Red) from class to a specific member of staff – logged onto CPOMs
5 th Consequence	Head of School Exit – parents contacted – logged on CPOMS

Appendix 7 – Exit System

Class Exit Plan (Red)

If a child is on red, then they are exited to another class for reflection. This should be recorded in the BACK of the thinking book in the class that they are exited to. Exits are as follows:

Year Group/ Class	Exited to
Reception	Mrs Johnson
Year 1A	Mrs Behan
Year 1T	Mrs Behan
Year 2	Mrs Atkins
Year 3G	Miss Rigby
Year 3R	Mrs Ritchie
Year 4	Mr Klimiuk
Year 5	Miss Rigby
Year 6	Mrs Jolly

Children are exited for 10 minutes in KS1 and 15 minutes in KS2. Class teachers must inform a parent when they have exited a child, explaining why this decision was taken and what will happen moving forward to support their child to make good choices. Once children return to their own classes, it is a fresh start and the children should be given opportunities to complete their work. If however children are still failing to follow instructions, they will be exited the Head of School.

These exits will be recorded by the class teacher on CPOMS. If follow up actions were required by the Head of School, then they are responsible for inputting this information onto CPOMS.

Deferred consequences

It is important to apply the right type of consequence; either immediate or deferred. This allows staff to retain a cool head and dignity in front of the class. Say to the child “ I will see you at the end of the lesson” if they refuse to follow your direction.

The language of choice is useful here- using phrases such as “If you choose not to follow instructions then you will be choosing to....”

Planned Consequences at Masefield- Immediate Exit or Staff Help.

- Violent behaviour that cannot be contained within the classroom
- A child that runs away from school

If all attempts to use positive reinforcement fail in modifying a child's behaviour, there will be a set procedure to follow, the initial stages of which will be displayed in class (graduated response chart).

1. Two warnings issued- always giving children time to make correct choices.
2. Time in the thinking area (age related). Children should sign the book so that there is a record of low level disruptions. When children are in the thinking book more than twice, the Head of School speaks to the child regarding expectations during the weekly monitoring visit. Where children have been in the thinking book three times in one week the class teacher contacts the parents straight away and records this in CPOMS.
3. Time out in another class for ten minutes (Exit slip and record completed)
4. If more than two exits happen within 1 week then the class teacher speaks to the child's parents and records in the Inclusion File as an action after the second exit. Further exits at this point are referred to the HT who will consider an internal exclusion at this point for half a day.
5. If a child refuses a sanction at the time, the class teacher retains control of the situation by using the language of choice- if you choose not to _____ then you will be choosing to stay in with me at break. This is then recorded in the same way as an exit.
6. If a member of SLT is concerned by the volume of exits occurring (if there is more than three from one class in one week), then they should speak to the class teacher as part of the outcome to discuss strategies being used in class. The outcome of this conversation should be recorded and a copy sent to the behaviour lead.
7. If a second exit occurs within one day, then the DHT/HT and the class teacher meet with the parents to discuss the incidents. (Inclusion File to be updated)
8. If there are extreme behaviours or more than three exits within a week after the reflective meeting with a member of the SLT, the Head of School will observe the child's behaviour in class with a view to offering advice and support. At this point it may be appropriate for the child to have a graduated response plan.
9. Wherever possible, restorative practice should be used so that the child can see how their behaviour can impact on others. This should also contain the discussion about how a child can return to Green on the traffic light system.
10. If the behaviour doesn't alter the teachers discuss the incidents with the Head of School who contacts the parents and the child could go on report (praise book).
11. Following the report, if no improvements towards targets are made, a parental consultation with the DHT/Head of School and class teacher is triggered.
12. If behaviour still continues to cause concern then a referral to behaviour support will be considered. (Level 3/ exclusion)

13. Where pupils do not respond to behaviour support strategies and are constantly violent and exhibit aggressive behaviour, exclusions will follow; either fixed term or permanent. See also section on physical intervention.

All children are levelled on behaviour once each term (see later section).

It is important to recognise a child's state of mind when dealing with a situation. A child cannot explain a situation when under stress or expressing extreme emotions e.g. anger or upset

An example of dealing with this:

"I can see that you're angry, upset, cross. I'll give you a few minutes and then I'll come and talk to you"

After a few minutes the emotion could have subsided and the child would be more responsive.

At Masfield, wherever possible, we will try to correct the behaviour in a positive manner, using the previous problem solving techniques and have planned consequences.

We will try to involve the parents at an early stage rather than a last resort. In order to develop an active partnership with parents and also by promoting good behaviour, we ensure that we provide a welcoming environment where parents can be involved.

There are some children at Masfield who require extra support with their social and emotional behaviour within school. These children will be registered on the school's behaviour improvement register and may be allocated a keyworker within school. This will form part of the child's IBP. Other strategies may also be considered e.g. inclusion in a nurture group.

At Masfield, we discourage the punishment of a whole group of pupils.

We believe that every child is given a fresh start every day.

Derogatory Comments

Sometimes, children make remarks about someone's gender (inc identity), race, sexual orientation in a derogatory manner. These remarks are recorded and passed onto a senior member of staff. This is inclusive of loose terms which children use generally for instance the term "gay" to mean something rubbish, wrong or unpleasant.

The teacher who is dealing with this incident then logs it on CPOMs. SLT complete the follow up actions and record this on CPOMs. A brief overview of the incident is also logged in the Behaviour file in the Head of School's office.

Parents and carers of those involved are also informed by either a telephone conversation or by a face to face conversation at the end of the day.

Incidents of bullying and cyber bullying are recorded in the same way. Where there are reports of derogatory comments via the internet or by other means (e.g. instant messenger, snapchat etc) these are recorded on the cyber incidents form in the same file.

Bullying and tackling the issue is covered regularly through PSHCE and SEALs work.

Physical Intervention

The use of physical intervention should be avoided wherever possible. Planning appropriate strategies, controlling the environment, setting appropriate expectations, etc., should be the way we positively and pro-actively manage behaviour. Children who are deemed at risk of violent outbursts or of putting themselves in unsafe situations, will have a Positive Handling Plan and Individual Behaviour Plan completed.

However, there may be situations where an unexpected response occurs that is likely to result in one of the following:

- Injury to a person
- Serious damage to property
- Serious breakdown of discipline

In these situations it may be necessary to use force to prevent the injury or serious damage to property. However, any use of force must only be by those authorised by the Head of School and must comply with the above Dept for Education documents, this policy, the LA policy and behaviour support plans, and any other relevant school policies.

Authorised Staff

Staff will only be authorised by the Executive Headteacher if they have completed a course of training that has been:

- Approved by the Governing Body.
- Considered and supported by the Local Education Authority.
- Considered and supported by Health and Social Services.
- Approved by the British Institute of Learning Difficulties.

The following training methods are currently acceptable.

- MAPA Training

All staff were trained in MAPA during the Autumn Term 2018. This training is also revisited throughout the year, so as to ensure staff remain aware of policies and procedures. Any staff who are unable to assist in emergency situations should advise the behaviour lead. (e.g. physical injuries, pregnancy etc)

Further information on creating a PHIBP, risk assessment, reporting and monitoring is included as an appendix at the back of this document.

Levelling Behaviour

Further to training provided by behaviour support, children are each levelled on their behaviour once per half term to identify issues and provide support and intervention when needed. The levelling criteria can be found below:

Level	Observed behaviours	Interventions
1	<p>Not on task</p> <p>Disrupting another child; chatting in class</p> <p>Distraction</p> <p>Interruption</p> <p>Answering back</p> <p>Not taking instruction</p> <p>Telling lies or getting others in trouble</p> <p>Verbal abuse, minor bad language</p> <p>Unsafe movement around classroom/ school</p> <p>Unsafe behaviour</p> <p>Careless damage</p> <p>Destruction of property</p> <p>Playtime incident</p> <p>Repeated entry into thinking time book (3+ time in a half term)</p> <p>Occasional exit from class(no more than once in a half term)</p>	<p>These behaviours can be managed using the positive reinforcement and planned consequences outlines above.</p>
2	<p>Persistence of level 1</p> <p>Deliberate incomplete tasks</p> <p>Refusal to work</p> <p>Leaving lesson without consent</p> <p>Defiance</p> <p>Deliberate destruction of others' work</p> <p>Minor vandalism</p> <p>Stealing/ intent to steal</p> <p>Direct verbal/ racial abuse</p> <p>Threatening behaviour</p>	<p>Teachers need to speak to parents if a child exhibits these behaviours as parents will want to know.</p> <p>Children will have a behaviour target set on weekly behaviour record.</p> <p>Children at this level will be assessed using the Southampton Screening Test.</p>

	<p>Isolated acts of violence</p> <p>Bullying/ persistent name calling</p> <p>Repeated exits from class (2+ in a half term)</p>	
3	<p>Persistence of level 2</p> <p>Major disruption of class activity</p> <p>Vandalism of school and/ or buildings</p> <p>Stealing or intent to steal (persistent)</p> <p>Repeated incidents of bullying</p> <p>Persistent bad language and verbal/racial abuse</p> <p>Violent hitting, kicking and fighting</p> <p>Aggressive violent behaviour causing deliberate injury</p> <p>Abuse/ threatening behaviour towards staff/ parents</p> <p>Dangerous refusal to obey instruction</p> <p>Leaving school premises without consent</p> <p>Repeated exits from class</p>	<p>Level 3 behaviours are isolated.</p> <p>These children may need a positive handling individual behaviour plan.</p> <p>At this point children must have an IBP and children will have been assessed using the Boxhall profile.</p> <p>Parents will be heavily involved and there will have been a referral to behaviour support and possible referral to the Forward Centre.</p> <p>At this level, school will be looking at alternatives to permanent exclusion and fixed term exclusions may be necessary.</p>

Lunchtime Behaviour

The vast majority of children at Masefield are well behaved at lunchtimes. Children who experience social and emotional difficulties are allocated a keyworker for support at lunchtimes. Staff are encouraged to use their support staff creatively to provide extra support for identified children during these times.

Where there are cases of poor behaviour during the lunch period:

If a child is spoken to about an incident that may warrant a time out then their name is recorded and reported to the class teacher at the end of lunchtime and recorded on CPOMS by the class teacher. If there are further incidents of inappropriate behaviour during that week. The child then has to report to their Key Stage Lead daily at the beginning of lunchtime in order to discuss expectations of behaviour and then report back on their behaviour once lunchtime has finished. Once the Key Stage Lead is happy that their behaviour has improved, the child will no longer need to report to them each day. This information is recorded on CPOMS.

Where behaviour continues to escalate, children report to the Deputy Head of School and then the Head of School. In these instances, a lunchtime exclusion may be appropriate (usually for one lunchtime) alongside daily reports to the DHoS/HoS. This information is shared with parents and recorded on CPOMS.

Playtime Behaviour

KS1 and KS2

During each break time there is at least one member of teaching staff on the yard and two teaching assistants. Other teaching assistants may be allocated children who require additional support with social and emotional skills during this time.

At the end of break the teachers come out to the yard to collect their class. When teachers are present on the yard, the person on duty blows the whistle to get children to stand still and a second time to indicate that children should line up. All staff support this process and children walk inside quietly when the unit lead indicates.

There is a time out zone where children have two minutes to cool down or walk with the teacher.

Dojo points are awarded by class teachers where children are making positive choices. Records of incidents are recorded on a class list which is stored accessibly in the classroom. Incidents are recorded on CPOMs by class teachers after they have been reported by the person on duty. This is monitored by the SLT and HoS and any actions are recorded alongside the incident.

Creating a positive environment

Our main aim in teaching positive behaviour is to model it ourselves.

At Masefield we believe that effective schools teach positive behaviour and model it for children to see. This is modelled by the way adults speak to each other; the way they interact with children and parents; and the welcome that visitors receive.

Gaining children's attention	At Masefield, we have clear signals for gaining the children's attention. Teachers wait until all are focussed before they begin, directing those who lag behind in a firm but friendly tone.
Managing the Classroom noise level	Teachers use a variety of techniques in order to train the children to recognise the noise that they are making. They identify different levels of acceptable noise, depending on the task. The teacher reminds those who need to moderate their levels of noise.
Using agreed signals to show that you wish to speak.	Teachers discuss the four main rules in relation to speaking e.g. children putting hand up. They reinforce this rule by either ignoring those who call out, reminding them of the rule and rewarding those who follow it.

Restorative Practice

Even in a positive environment problems can arise. One of the main reasons for these problems is that some children find it difficult to resolve conflict.

Group meetings	<ul style="list-style-type: none">• We identify the problem• We give individuals a chance to express their anger• We collectively look for a solution• We speak one at a time, listening to others
Peer negotiation	<ul style="list-style-type: none">• Allow a cooling off period after an argument over property etc.• The adult describes the situation as they see it and reminds them that if no solution is found then the property will be retained• Time is given for the two parties to negotiate with each other for a solution• The parties report back to a member of staff
Self talk	<ul style="list-style-type: none">• Correcting negative self talk• Encouraging children to check what they say to themselves and instead of beating themselves up about a mistake say next time I will....• Some children's behaviour is due to a poor self image or low self esteem. Using strategies to highlight what children are good at can be useful, especially if we "catch" children doing things well and tell them.• Encourage children to see all the positive instead of homing in on one negative point

Rehearsal

When children get angry on a regular basis, they need to practise how they will react the next time they are faced with a situation.

- When you get angry, this is what I see you doing.
- Perhaps you could try this next time it happens.
- Let's have a practise.

Correcting behaviour in a positive way

Children answering back

- Focus on the initial behaviour that you want to correct
- Ask the children in a friendly, positive and polite way
- Stick to your guns- don't get drawn into an argument
- Try the broken record technique-repeating the request!

Instruction- What would you like the child to do?

Choice- Take this option or I will act

Warning- If you don't there will be a consequence

Consequence

Gaining children's attention

- Name – to get attention
- Pause- to keep attention
- Name repeated if necessary
- Instruction- polite but directional with please or thank you
- Turn away to allow the child time to do as they've been asked- it also allows the child to save face

Anger

- Sometimes it does to convey your anger at certain behaviours
- Only worth getting angry about important things
- Use "I" statements
- Say "I am angry with the way you behaved and I want you to..... in order to put it right

Questions

An effective way when we are faced with a child who has misbehaved is to ask the question-

How should we.....?

What should we.....?

Instead of asking a child why they did what they did.

Language of choice

Offer a child a choice.

- You can either get on with your work here or you will have to go to the thinking spot
- If you continue to behave in this way then there will be a consequence

Encourage

It is important that we separate the behaviour from the person. It is not the person we dislike but the behaviour.

One way to ensure that a child knows that you respect them as a person is to encourage them soon after any correction.

Even if an incident is serious, it is important to re-establish a working relationship with them. This gives the message that their learning is still important to you and over time gives the message that the classroom is a place for learning.

We understand that some children may need additional support at specific points during the day, for example playtime, first thing in the morning or at lunchtime. As a result, reasonable adjustments are made for these children, which are recorded on an adjustment plan. This is shared with all staff who work with the child.

Some children will also require a behaviour plan to motivate and support them. This will include SMART targets and use rewards that will engage the child. The behaviour plan is shared with and signed by the parents. We realise that some rewards may only be effective for a short number of weeks and as a result behaviour plans are reviewed regularly.

Appendix 8 – Adjustment Plan

Appendix 9 – Behaviour Plan

Creating a Positive Handling and Individual Behaviour Plan

The school expects that:

Good relationships with pupils will be established and maintained, and be the primary way of encouraging positive behaviour and pupil progress. This involves high expectations of pupils, treating pupils with dignity and respect at all times, rewarding good behaviour and encouraging independence and self-regulation of challenging behaviours. Respect for other people and their property is central to these concepts and staff should always be aware of their responsibility as role models for pupils.

Difficult situations will be managed by diversion, diffusion and negotiation, with particular involvement of those staff that know the pupil best.

Physical force should not be used other than as a last resort and as part of an agreed Positive Handling and Individual Behaviour Plan for that individual pupil.

Physical force that is excessive or is used as a form of punishment is unacceptable and will be dealt with under the staff disciplinary procedures.

Positive Handling and Individual Behaviour Plans

Where a pupil presents concerns, any member of staff can ask for a behaviour meeting to be convened to discuss key issues, by arrangement with the Head of School. This will be open to all interested members of staff unless specified otherwise.

Other Education, Health or Social Services professionals involved with the pupil may be invited to this meeting, or provided with a synopsis of the outcomes if unable to attend. Parents may be invited, but in any case must be kept informed of both the strategies being adopted in school and the difficulties experienced by the school.

A member of the Senior Leadership Team will chair the meeting. A record will be kept by completing the “Individual Behaviour/Positive Handling Plan” pro forma. The form must be signed by parents before implementation. A second, signed copy must be made available for the parents to keep.

At the meeting the following issues will be discussed:

1. Positive aspects to the pupils character, his or her likes and dislikes.

2. The specific behaviours that challenge school.
3. Early warning signs of behaviours
4. Strategies, including rewards, de-escalation, diffusion or distraction.
5. Physical handling issues and, where appropriate, completion of the Positive Handling section of the plan.
6. Who should share the outcomes of the meeting, who will be responsible for this and how will it be done?
7. Time-scale for review.

All relevant staff will be kept informed about the agreed strategies for a particular pupil via staff briefing and staff meetings.

Risk Assessment & Planning for the Use of Reasonable Force

What constitutes “reasonable force”?

The decision to plan the use of reasonable force, and subsequent risk assessment, must include reference to:

- The seriousness of the incident; i.e. is there likely to be injury to a person, serious damage to property or a serious breakdown of discipline?
- Is there any other strategy that could be used? The relative risks of using physical intervention must also be compared with other possible strategies
- The age, cultural background, gender, stature and medical history of the pupil concerned
- The application of gradually increasing or decreasing levels of force in response to the persons’ behaviour, always encouraging the individual to take control of their own behaviour.

Clearly it is not expected that injuries should result from use of reasonable force. However, the presence of injuries following use of reasonable force does not, in itself, provide evidence of unacceptable practice.

Unacceptable practices

These include practices that might expose pupils or staff to foreseeable risk of injury or psychological distress. Examples (not a full list) include:

- Any form of hitting/slapping.
- Withdrawal of food or drink.
- Verbal bullying/shouting or persistent criticism.
- Any form of holding not included in Team Teach training.

The distinction between:

DfES/DH guidance of July 2002 notes the importance of understanding the difference between i-iii below. It is important that correct language is used when reporting incidents.

i. Seclusion

Where a pupil is forced to spend time alone against their will. This is unacceptable practice.

ii. Time out

Which involves restricting the pupil's access to all positive reinforcement as part of a behavioural programme.

iii. Withdrawal

Which involves removing the pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

Use of Reasonable Force in Unforeseen and Emergency Situations

Planned physical intervention is where an incident is foreseeable; emergency intervention occurs where the incident cannot reasonably be anticipated. In this situation:

- Before using physical intervention, diversion or diffusion should be attempted.
- Any techniques used must be within the training provided by school.

Where an emergency situation has arisen, a Physical Intervention record form must be completed and a Behaviour Meeting must be held as soon as possible after the incident to ensure future strategies and interventions are co-ordinated and planned.

Post-incident Support

First Aid Procedures

Staff who have First Aid responsibilities are indicated in the Staff Handbook and on signs visible around school. The safety of all should always be the priority before, during and after incidents of challenging behaviour.

Staff

As staff working in a mainstream school incidents of challenging behaviour are infrequent. However, some incidents can be so intense that they can cause considerable and understandable stress and/or injury to staff. Whenever staff are injured or traumatised by an incident, they should not return to the stressful situation until they have been given time to feel calmer and more confident about going back to class. Staff should feel confident about expressing their feelings after an incident and asking for whatever support they feel they need at that time. Accepting help will be seen as a professional strength, not a weakness. This may have a knock-on effect on other staff and classes, the class team involved, etc., but all staff must be willing to support colleagues who are hurt or distressed.

Pupils

Pupils should be encouraged to understand their consequences of their behaviour wherever possible, and supported in this through positive reward strategies where appropriate.

Pupils displaying challenging behaviours should be encouraged to take control of their own behaviour as soon as possible. It is vital that all staff working with pupils who have challenging behaviour make themselves aware of the Positive Handling Individual Behaviour Plan as this will contain information that helps ensure everyone's safety.

Pupils witnessing or being hurt by the challenging behaviour of others should be immediately offered support and comfort. They should be offered the opportunity to discuss their experiences with a familiar member of staff, in whatever way is understandable to them. Parents should be informed if a pupil is hurt or particularly distressed by an incident, but should

not be given the name of the pupil with challenging behaviour unless this has been discussed with their parents first.

Families

Parents should receive an accurate and balanced view of their son/daughter's performance at school. This includes being informed of any serious incidents of challenging behaviour, although this should be balanced if, for instance, the pupil has produced some good work that day that parents can also be told about. It is not acceptable to "withhold" information about challenging behaviours from parents because you are concerned about them being distressed. They will be far more distressed if the first they hear of their son/daughter's challenging behaviour is when someone is hurt.

If families are distressed and require support following an incident, contact with the school Senior Management Team will be offered. It may be appropriate to hold a Child Action meeting.

Reporting and Recording Incidents

It is very important that incidents are recorded. Recording incidents at the time will not only protect you from allegations of misconduct at a future date, but will help us all to see any patterns of challenging behaviour and therefore provide information to help understand and reduce incidents.

For Pupils with Positive Handling Individual Behaviour Plans

Physical Intervention Record

Completing a PIR (physical intervention record) following an incident provides the opportunity to record all significant details. PIRs should record the situation (date, time, location, staff involved), give a factual account of the incident, which de-escalation strategies have been used as well as specifying any physical intervention techniques. This replaces the school incident sheet where physical interventions are not required.

Accident Forms

The accident book and appropriate form must be completed if there has been an injury (accidental or otherwise) resulting from challenging behaviour.

These must be completed whenever injury occurs to staff or pupils – completed forms should be passed to the Head of School.

If you are unsure about completing any forms, please ask a member of SLT.

Monitoring the Use of Force

The use of physical intervention will be monitored by Head of School and SENCO, this information will be shared with the Executive Head and SLT.

Responding to complaints

It is hoped that conflicts can be resolved informally wherever possible. However, it is accepted that the use of physical control can lead to allegations of either inappropriate or excessive force. If the complaint relates to the use of force, the matter will be investigated in accordance with Dept for Edu / LA policy guidelines.

Appendix 10 – Positive Handling Plan

Appendix 11 – Record of Physical Intervention



Behaviour Policy

Summary and Appendices

- Appendix 1 – KS1/KS2 Traffic Light System*
- Appendix 2 – Thinking Book*
- Appendix 3 – Nursery Rewards and Consequences*
- Appendix 4 – Reception Reward System*
- Appendix 5 – Dojo Awards*
- Appendix 6 – Top Dojo Class Template*
- Appendix 7 – Exit System*
- Appendix 8 – Adjustment Plan*
- Appendix 9 – Behaviour Plan*
- Appendix 10 – Positive Handling Plan*
- Appendix 11 – Record of Physical Intervention*

Believe * Achieve * Succeed

Updated: November 2019

Review: September 2020

Behaviour Policy

Summary

Our Rights
1. To feel and be safe
2. To learn
3. To be treated with respect
4. To be included



Be positive – every day is a new day.

Our Rules
1. The Learning Rule
2. The Talking Rule
3. The Movement Rule
4. The Treatment Rule

Stick to the script

If a child is angry on a regular basis:
“When you get angry, this is what I see you doing...”
“Perhaps you could try this next time it happens...”
“Let’s have a practise.”

If a child is answering back
Focus on the initial behaviour that you want to correct.
Ask the child in a friendly, positive and polite way.
Don’t get drawn into an argument.
Repeat the request.

Gaining a child’s attention
Name – to get attention
Pause – to keep attention
Name repeated if necessary
Instruction – polite but directional with ‘please’ or ‘thank you’
Turn away to allow the child time to do as they have been asked – it also allows the child to save face.

Anger
Sometimes it does to convey your anger at certain behaviours .
It’s only worth getting angry about important things.
Use “I” statements
Say “I am angry with the way you have behaved and I want you to.....in order to put it right.

Questions
An effective way when we are faced with a child who has misbehaved is to ask the question:
How should we...?
What should we...?
instead of asking a child why they did what they did.

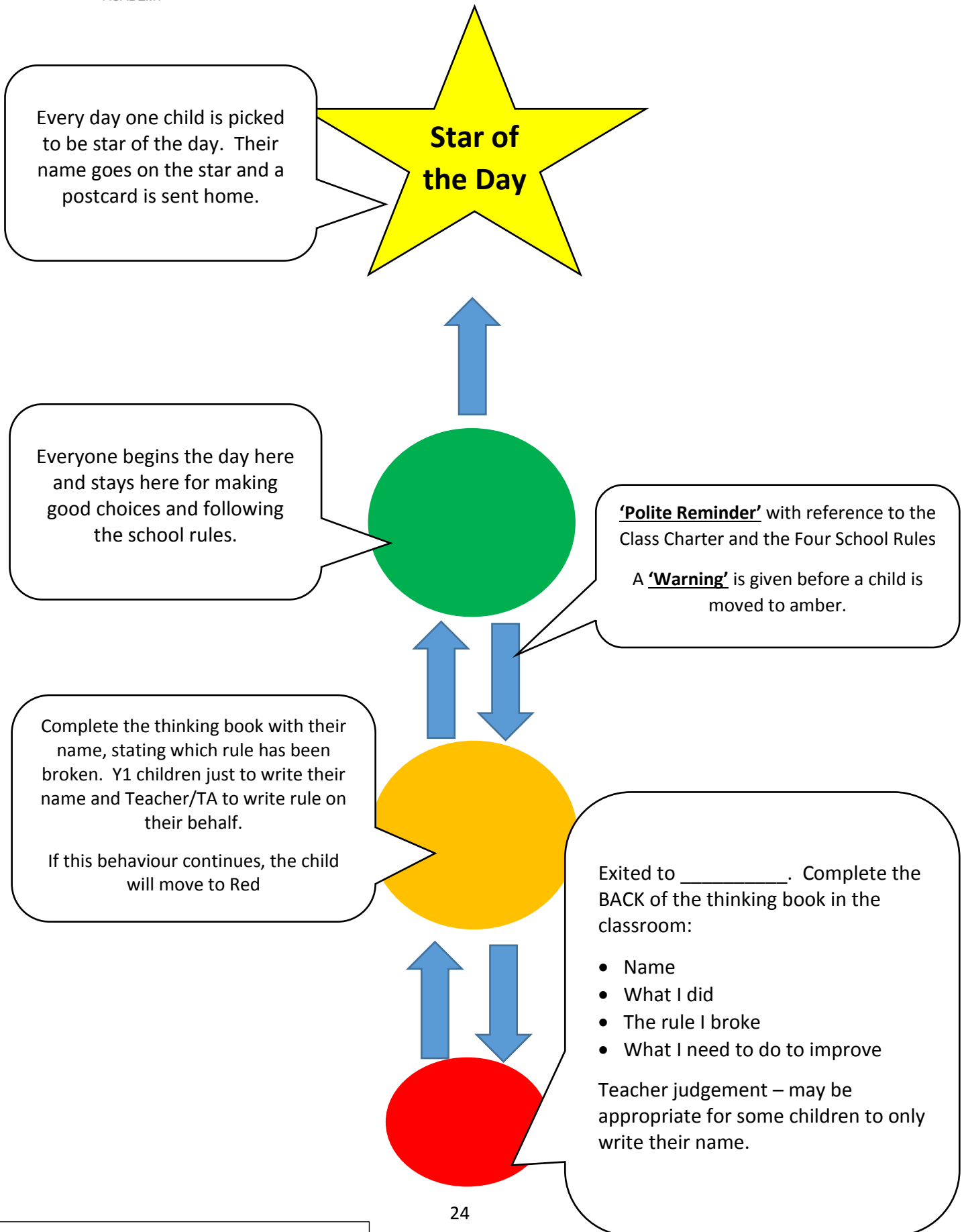
Language of choice
“You can either get on with your work here or there will be a consequence.”
“If you continue to behave in this way, then there will be a consequence.”

Remember to separate the behaviour from the person. It is not the person we dislike, but the behaviour. Remember to show the child that you respect them as a person by encouraging them soon after any correction. It is important to re-establish a working relationship.

Traffic Light System



Year _____



Reflecting on my behaviour

Traffic Light stage reached

(Please Tick)







Date		Day		Time	
------	--	-----	--	------	--

Name		Class	
------	--	-------	--

What I did (not what the other person did to provoke me)

The Rule I broke: (Please tick ✓)

Learning	Talking	Movement	Treatment
			

The Right that I took away (Please tick ✓)

To be treated with respect	To be safe	To Learn
To make mistakes	To be listened to	To be included

What do I need to do to improve? How will I react next time?

Please add to CPOM
See CPOMS for actions

Nursery

Rewards and Consequences



Kind Hands * Kind Feet * Kind Words



Stickers

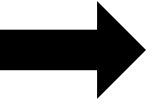
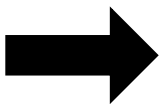
Praise

Key Worker
Certificates

Star of the
Day



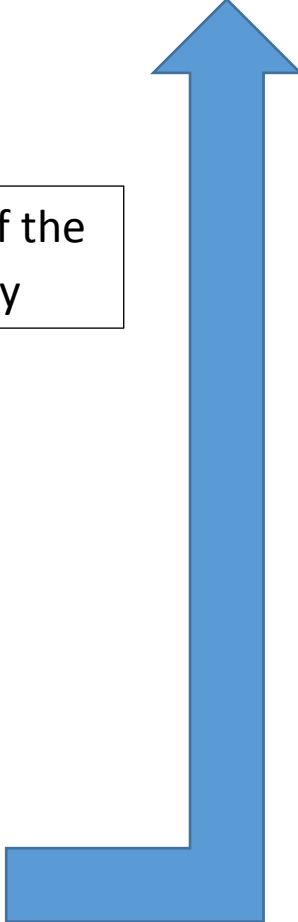
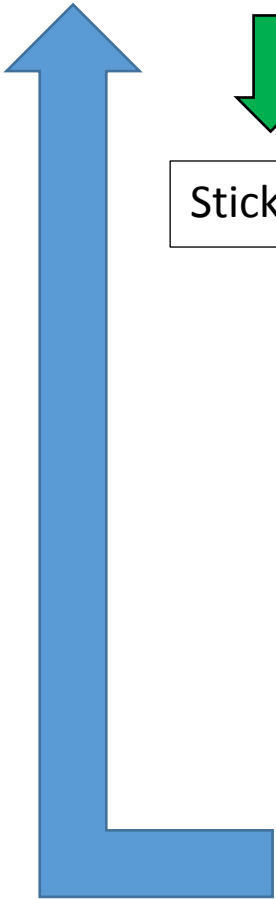
Not following the rules



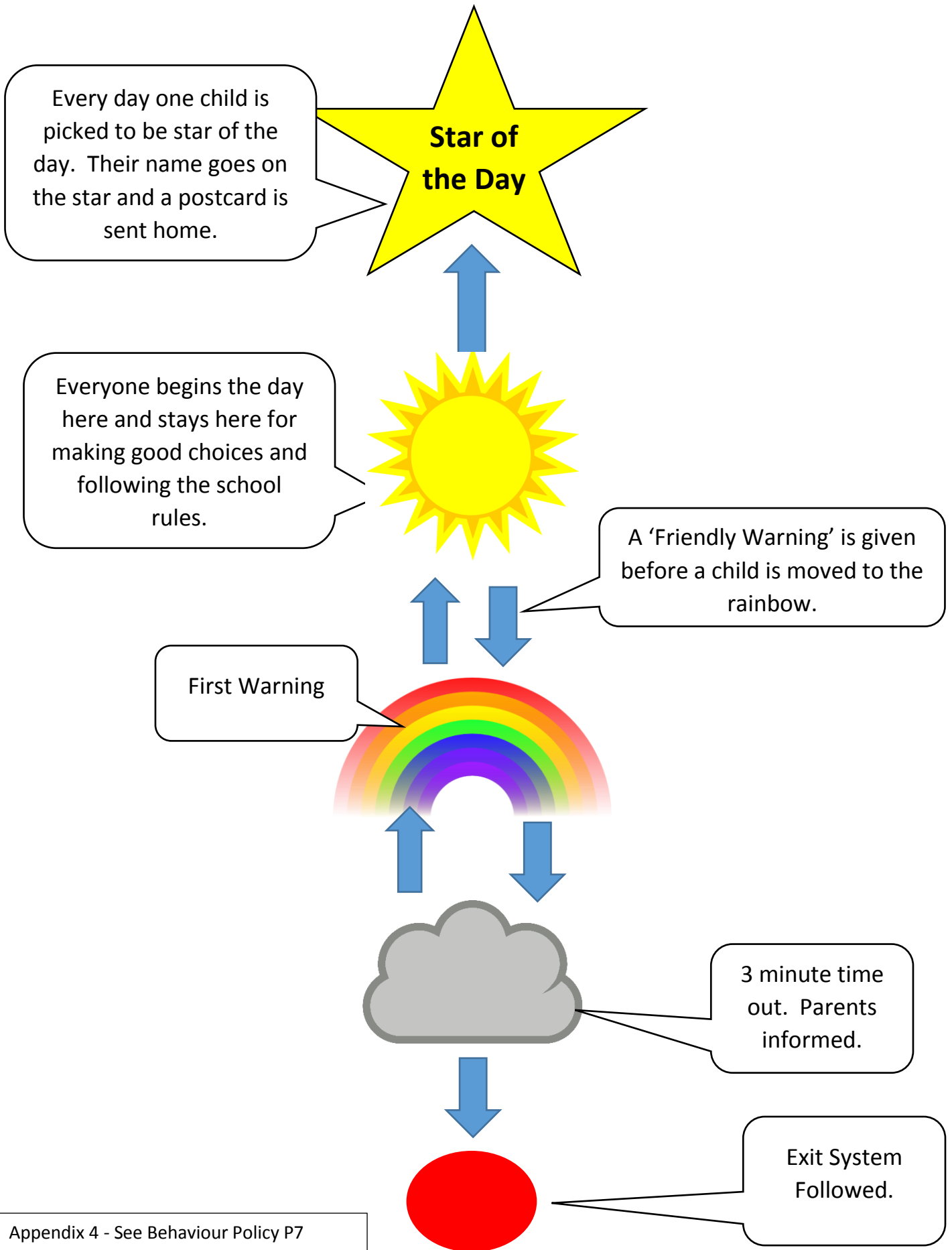
Friendly
Warning

3 min
time out















Exit
System





Reception System





 1 Co-operation	 1 Communication	 1 Equality	 1 Forgiveness	 1 Mutual Respect	 1 On Task	 1 Passion	 1 Resilience
 1 Growth Mindset	 5 Home Learning	 1 Home Learning 1	 1 Honesty	 1 Smart Uniform	 2 Superstar	 1 Thankfulness	 1 Working Hard

50 Dojos 		100 Dojos 	
150 Dojos 	250 Dojos 	350 Dojos 	
500 Dojos Tea at 2 		The two children with the highest number of dojos at the end of the year in each class will receive a Mystery Prize! 	

When all the children in class have achieved a bronze award then the whole class receive a reward!



This week's Top Dojo Class are:


A large, empty rounded rectangular box intended for listing the names of the top-performing classes.

Well done!


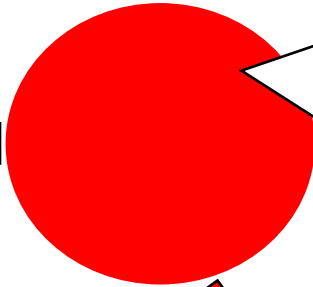
Believe * Achieve * Succeed

Exit System

Year _____



Back to class.
Opportunities
to make good
choices and
work back to
'green'.

Exited to _____.
 Complete the **BACK** of the
 thinking book in the
 classroom:

- Name
- What I did
- The rule I broke
- What I need to do to improve

Teacher judgement – may be appropriate for some children to only write their name.


Mr Done

Parents invited into school.

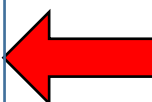
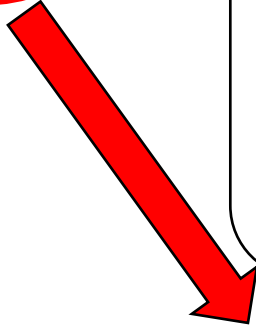
Possible internal/external exclusion.

Possible BSS involvement.

Early Help Process may begin.



Back to class.
Continue to make
the wrong choices.



Adjustment Plan



Name of Child and Class:	
Time of day for adjustments to cover-	
Outline of adjustments to be made (including any staffing considerations)	
Date to commence:	
Date to review:	
Review comments: Completed by:	



My Behaviour Plan

Targets

Name	Date of Birth	Year	Teacher	TA	Plan number	Date	Review date

Targets (SMART)	Success Criteria	Details of provision (e.g. activity, programme, frequency)	Resources	Evaluation

Parent/ carer signature: _____

Teacher: _____

Leader: _____

Positive Handling Plan



Name of Pupil:	
Class:	
Date Plan Written:	
Contributors to the Plan:	
Review Date:	
Reasons for the Plan – identified risks	
Additional Information (medical information – asthma, medication etc)	
Targets / Objectives	
Likes/ Interests/ Motivators	
Triggers and Incidents that have/may lead to Physical Intervention	
Details of in class provision/ strategies in place (e.g. Now and Next, Task plans, graduated response etc)	
Signed (staff working with pupil)	

Signed (Parent)	
Signed (Inclusion Lead, SENCO, Head of School)	

Review

Date of review:	
Present at the review:	
Evaluation of Targets	
Physical Interventions Carried Out (dates)	
Changes to be made following review	

Signed (staff working with pupil)	
Signed (Parent)	
Signed (Inclusion Lead, SENCO, Head of School)	



Physical Intervention Record

Name of Pupil:	
Names of all staff involved inc role e.g observer:	
Date:	
Time:	
Location of incident:	
Brief factual account of the incident (including perceived trigger)	
Brief description of Supportive and Directive Approaches	
MAPA Techniques Used	
Small Child (U3/ N/ Rec)	Other (Rec, Y1-6)
Standing position • Low <input type="checkbox"/> • Medium <input type="checkbox"/> • High <input type="checkbox"/> Seated position • Low <input type="checkbox"/> • Medium <input type="checkbox"/> • High <input type="checkbox"/>	Standing position • Low <input type="checkbox"/> • Medium <input type="checkbox"/> • High <input type="checkbox"/> Seated position • Low <input type="checkbox"/> • Medium <input type="checkbox"/> • High <input type="checkbox"/> Transition • from standing to seated <input type="checkbox"/> • to a different location <input type="checkbox"/>
Disengagement Techniques (tick to indicate)	
Arm Clothing Hair Neck Hair Bite Body LOW MEDIUM HIGH	
Details of any injuries to pupil or staff	

As a result of MAPA technique:	As part of the escalation of crisis:
Signed (by all staff involved)	

Senior Leader Review

Have 2 or more physical interventions been completed for this pupil in the last 28 days?	
Does the Positive Handling Plan need reviewing? If yes- when and by who?	
Designated Safeguarding Lead informed? By who?	
Does the incident need to be recorded in any other way (Racial/discriminatory incident, Health and Safety)	
Date, Time and Who informed parents	
Have staff had debrief following the incident?	
Any further actions required:	
SLT Signature:	
Date:	

Crisis Development Model	
Crisis development/ Behaviour Level	Staff Approach
1. Anxiety - a change in behaviour	Supportive – an empathic, non-judgemental approach
2. Defensive – beginning to lose rationality	Directive – decelerating an escalating behaviour (limit setting, graduated response, choices)
3. Risk behaviour – behaviour that presents imminent or immediate risk to self or others	Physical intervention – disengagement and or/ holding skill to manage risk behaviour
4. Tension reduction – decrease in physical and emotional energy	Therapeutic Rapport – re-establish communication