

St Botolph's C of E (C) Primary School

Whole School Behaviour Management Policy

Micah 6:8

*The Lord has told you what is good and this is what he requires of you;
to do what is right, to love mercy and walk humbly with your God.*



**Celebrating Faith,
Learning and Success**

Date: March 2022

Review Date: March 2023

St Botolph's Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We welcome our duties under the Equalities Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender and gender identity), maternity and pregnancy, religion and belief. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

1. Our Vision and Values

St Botolph's core purpose is to provide a safe, happy and caring environment in which everyone is given the opportunity learn and to develop positive attitudes and values. We believe in building on the positive self-esteem of each individual in order to encourage the very best in terms of effort, commitment, self-reliance and responsibility.

Our approach to managing behaviour - pro-social, unsocial or anti-social – is therapeutic and is based on the Cambridgeshire Step On training which was introduced in January 2022. Step On is a therapeutic-thinking and trauma-informed approach to behaviour management grounded in evidence-based research. It is founded on the ethos that "You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo).

All staff will follow the principles of Step On as outlined in this policy to achieve a clear and consistent message to pupils, one which fulfils our core purpose.

We understand the term 'behaviour' as:

- The way in which one acts or conducts oneself, especially towards others.
- The way in which a person behaves in response to a particular situation or stimulus.
- Anything a person says or does (often in response to what we see, hear or experience)

It is our vision to promote pro-social behaviour and reduce anti-social behaviour.

2. Pro-Social Behaviour

Pro-social behaviour can be defined as the positive actions that give help or make other children or adults feel good, for example:

- Using respectful language and good manners;
- Playing and working in a safe way for ourselves and others;
- Staying in class during lesson time unless allowed to leave.
- Showing respect and compassion for others;
- Seeking to support others;
- Showing resilience and hard-work;
- Taking care of our school environment and resources;
- Correcting or repairing mistakes in behaviour.
- Listen carefully to all adults
- Pick up items dropped on the floor
- Talk in a calm voice at lunchtime

Pro-social behaviour is our aspiration for all children and we understand that it needs to be taught. It is our ambition that all children will choose to behave pro-socially. This will be intrinsically motivated.

Pro-social behaviour should be modelled by all adults; staff or volunteers.

Pro-social behaviour should occur in all environments; in class, in the hall, on the playground and on external visits.

4. Unsocial Behaviour

We define unsocial behaviour as:

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
- Not doing as instructed, but not to the detriment of others.
- Being a passive member of the class – not contributing unless required to do so, or contributing the bare minimum.

The children demonstrating unsocial behaviour are easily overlooked in a classroom or on the playground. It is every staff member's responsibility to engage these children in conversation or an activity that they will have a pro-social reaction to.

Where unsocial behaviour becomes problematic – a child's attendance decreases, a child is selectively mute for example – parents are informed. Class teachers will take steps to engage the child in pro-social behaviours by teaching and modelling and the child may be referred to the Learning Mentor. Other professional support may be sought.

5. Anti-Social Behaviour

We define Anti-social behaviour as:

- Behaviour that causes harm to an individual, the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person, including the right to learn.

Anti-social behaviour is not desirable and steps will be taken to prevent it. We acknowledge that teaching and learning can be disrupted by **low-level** anti-social behaviour in class and will always take immediate action to reduce the impact of low-level anti-social behaviour, such as move a child to another seat in class, or directly manage a game being played at break or lunchtime.

More serious anti-social behaviour will lead to clearly defined consequences (see Rewards and Consequences section) which are used to discourage and educate children who demonstrate anti-social behaviour. Parents will be informed of persistent anti-social behaviour. Where necessary, further professional support will be sought.

6. Unforeseeable Behaviour

Children can respond to events or challenges in unpredictable ways at times. Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur.

All staff will try to prevent or minimise surprise or shock to pupil with clear communication about up-coming events and risk-assessing possible circumstances. Where appropriate, certain children

are given a warning of an event to reduce the chance of unpredictable behaviour (such as forewarning children of a fire alarm drill.)

Teachers or senior leaders will compile individual risk assessments for a child who may display unforeseen behaviours in a new circumstance. Parents will be consulted and will approve the risk assessment prior to the activity.

Where an unforeseeable behaviour occurs and is disruptive but not dangerous, the child will receive a learning consequence.

Where an unforeseeable behaviour is dangerous, staff will dynamically risk assess the situation and will take protective measures including (but not exclusively); the use positive handling on a child, temporarily re-assigning school staff's duties, evacuating the class/ building, calling the emergency services. Senior leaders will be consulted at the earliest opportunity in this scenario and will support staff in making decisions.

7. Supporting all Learners

Encouraging Pro-social behaviour

It is our aim to teach all children to behave pro-socially so that they are prepared for later life. All our staff will

- Use positive phrasing (See Appendix 1)
- Create positive and motivating learning and playing environments, inside and outside the school.
- Disempower anti-social behaviour (See Appendix 2)
- Encourage a child to consider the effect of their behaviour on others using restorative questioning (See Appendix 4).
- Welcome discussion about what is causing anti-social behaviour and working with the child to resolve the problem.
- Teach children a broad emotional vocabulary so that we can communicate with children about their behaviour accurately.

All staff are aware of the following and will ensure the correct people are informed:

1. "Expected" behaviour in class and on the playground should be recognised by adults as a way of reinforcing the 'correct' way to behave. Children will receive verbal compliments and celebration of achievement within the class or year group.
2. Behaviour that demonstrates an awareness of others' needs should be mentioned to the class teacher so that the parents can also be made aware.
3. Behaviour that requires a child to go 'above and beyond' to uphold the school values and shows respect for others or the environment should be reported to the class teacher or a senior leader so that a written compliment can be sent home to parents/ carer. (See Rewards and Consequences section)

These guidelines are for the majority of pupils who can demonstrate pro-social behaviour with some adult guidance. Individual expectations and behaviour guidance is prepared for children whose need for support is greater.

Addressing Unsocial Behaviour

During learning time, all teaching staff (teachers and teaching assistants) are responsible for noticing apathetic attitudes to learning and find a way to reengage the child. There may be a barrier to the child being fully involved with the lesson which will be considered and tackled, either in the lesson or in an intervention session.

Where a child is behaving unsociably at break or lunchtimes on a daily (or at least regular) basis, staff should attempt engage with the child and encourage pro-social play. If appropriate, a responsibility can be given to a child to engage them with the class or school dynamic.

The Learning Mentor should be referred to if the unsocial behaviour persists for additional support.

Managing Anti-social behaviour

In most cases, anti-social behaviour is low-level and can be quickly addressed by a member of staff by having a 'word in the ear' of a child. Any member of staff may also choose to address anti-social behaviour by changing the dynamic of a group (e.g. separating children from each other) or by removing a cause for the behaviour (e.g. changing the game children are playing). This is not recorded.

Should the behaviour continue, consequences are introduced for repetition or persistent anti-social behaviour.

At times of dysregulation, we understand that reducing communication is most effective. For clear and simple communication, we use the Zones of Regulation: Four colours denote four areas of mood/ emotion.

When a child is behaving anti-socially, staff will:

- Assess the safety of the situation and decide if the child should be encouraged to move, or whether other children need to be moved.
- Use the agreed de-escalation script (See Appendix 3)
- Talk to the child in a calm voice if it does not cause agitation;
- Try to establish which Zone the child is in or which emotion he/she is feeling so that the child can acknowledge his/her mood.
- Stand back if a child's mood is escalating, with minimal speaking. Speak only to maintain safety or to limit damage to property.
- Ensure the child, and other children, remain safe at all times.
- Limit choices to two, which are repeated until the child makes a choice. For example; Do you want to talk here, or in the corridor? (See Appendix 4)
- Wait at a distance (but close enough to ensure the child remains safe) until the child has fully calmed down.
- Offer support to children to catch up with learning if part of a lesson has been missed.
- As part of a consequence for anti-social behaviour, the child may be required to respond to five restorative questions, verbally or in writing. (See Rewards and Consequences section)

Where anti-social behaviour is not altered by rewards or consequences outlined in this document, an individual behaviour plan will be written in consultation with parents.

Physical Intervention

St Botolph's does not use physical intervention unless a situation or behaviour poses an imminent danger to the child or others close by. Staff have been Steps-trained to use appropriate low-impact hand contact and body placement to move a child or de-escalate a situation.

St Botolph's staff reserve the right to use positive handling ensure a child's immediate safety; two member of staff will work together if this is the case.

Exclusion

We aim to avoid the need for exclusion by following the actions listed to de-escalate anti-social behaviour. However, the head teacher reserves the right to exclude a child if:

- His/ her behaviour is dangerous and poses an immediate serious threat to the child, or others;
- His/ her behaviour is having a significant impact (more than 30 minutes) on the ability for other children to learn;
- He/ she is causing significant damage to property. For example; breaking computers, smashing windows.

Fixed term exclusions will normally be 0.5 or 1 day long, however the head teacher reserves the right to decide on the term. Permanent exclusion will only be considered for persistent serious breaches of the Behaviour Policy in the above ways.

7. Recording, Reporting and Communication

Pro-social behaviour is expected behaviour at St Botolph's and children will receive a verbal 'thank you', 'well done' or suchlike from any staff member who recognises that the child is behaving exactly as we would hope. Expected behaviour is not recorded in most cases, but will be part of individual arrangements with parents where a child has previously demonstrated anti-social behaviour.

Children regularly exceed our expectations in their attitudes, efforts and behaviours and staff will celebrate their achievements with classmates and parents when this occurs. Please see the Rewards section.

Unsocial behaviour in class can be logged by a teacher on a Direct Marking (DM) sheet as an aide-memoire to proactively engage the child in class in the next lesson. Teachers will also find time to chat to children in order to overcome any obstacle to their engagement in lessons and plan a more pro-social approach.

Behaviour that has caused disruption to teaching or learning will be communicated to the staff member on duty at lunchtime so that the work missed can be completed. A clipboard kept in the staffroom will be used to record names from all classes. A member of the senior leadership team will analyse the frequency that each child is listed and will make contact with that child for an educational consequence if it is more than three times in any two-week period.

Anti-social behaviour is recorded on CPoms - the school's electronic recording system for behaviour and safeguarding - by the adult who has been involved in dealing with the behaviour. Where a staff member does not have access to CPoms, an account should be written in the year group's log book or on a Log of Concern if there is a safeguarding issue. A member of SLT will be

made aware. Details of time, location, those involved and outcomes are part of the record. Please refer to the Safeguarding Policy. Communication with parents is logged on CPoms.

Where a child has behaved dangerously and/or has hurt another child, phone calls to the parents of the harmed and harmer will be made before the end of the school day by a member of staff. Parents are informed of learning and safety consequences given to their own child, but do not have the right to know of consequences given to other children.

If Physical Intervention takes place, the incident is recorded on CPoms and shared with parents at the earliest opportunity.

Where staff members suspect an underlying issue may be affecting a child's behaviour, parents/ carers will be spoken with to establish facts and to formulate a supportive plan for the child.

Rewards

St Botolph's will not use bribery or the promise of treats to encourage a child to behave pro-socially. All staff will aim to recognise the pro-social behaviour that children show around school by making a positive comment about it. For example, 'Thank you for holding the door open for me', 'You have been a great friend to ...'

We will celebrate behaviour that exceeds our expectations. This list gives examples of the rewards we give but is not exhaustive:

	Reward	Additional possible rewards
Child has completed work	Celebration in class led by teacher in the next lesson of the same subject. Text or email to parents. (See Appendix 6)	All pupils who exceed staff expectations in any way could be one of the teacher's pupils of the week. Head teacher or member of SLT can make phone calls to parents.
Child shows Christian values	Child is openly celebrated by the teacher and the example of pro-social behaviour is shared with classmates. Text or email to parents.	
Child goes above and beyond for the community of the school or its environment	Recognition for the child's behaviour is given by the staff member involved. Head Teacher gives recognition Text or email to parents.	

Consequences

We believe it is important for children to learn to regulate their own behaviour intrinsically. Of course, we acknowledge that children will not always get it right, so consequences have two parts – safety and learning – in order for children to avoid repeated anti-social behaviour.

All staff can decide on the appropriate consequence and are responsible for ensuring it takes place. Teachers and senior leaders will be rota'd to supervise lunchtime consequence sessions.

This list gives examples of actions and consequences but is not exhaustive.

	Safety consequence	Learning consequence
Child is mildly disruptive in class	Child is moved to reduce distraction.	If repeated, child misses a playtime or start of lunch to discuss reasons for behaviour and way forwards.
Child refuses to complete work		Child is required to catch up in their next lunch break.
Child leaves class without permission	Child is supervised more heavily in class.	Child misses their next lunchtime to catch up on work missed.
Child is unkind to another child	Child can be kept apart from others by staggering playtime, moving seat in classroom etc.	Child answers the restorative questions during the lunchbreak. (See Appendix 5)
Child is significantly disruptive in class	Child is kept in at lunchtime and can be moved to another class for the next session.	Child answers the restorative questions during the lunchbreak. Child is required to catch up in their next lunch break.
Child misuses or deliberately damages school property	Child is limited and supervised in their use of school equipment	Child is made responsible for a piece of equipment for one week.
Child refuses to follow instructions of an adult	Child is kept in at lunchtime. Parents will be called if unsafe.	Discussion to understand underlying issues involves parents/ carers
Child is verbally aggressive or abusive towards another child or adult	Child is kept in for lunchtimes until the underlying issue is resolved	Discussion in next lunchtime to understand underlying issues.
Child involved in physical altercation where the cause can be attributed to more than one party	Parents called and child may be internally excluded depending on severity.	Discussion to understand underlying issues involves parents/ carers

Appendix 1

Examples of positive phrasing

- Stand next to me, thank you
- Put the pen on the table, thank you
- Walk in the corridor, thank you
- Switch the computer screen off, thank you
- Walk with me to the library, thank you
- Stay seated in your chair, thank you

Appendix 2

Examples of disempowering language

- You can listen from there
- Come and find me when you come back

- Come back into the room when you are ready
- We will carry on when you are ready

Appendix 3

De-escalation script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and ...

Appendix 4

Examples of limited choice questions

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box, thank you
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Appendix 5

Restorative Questions

1. What happened?
2. What were your thoughts and feelings at the time?
3. Who has been affected?
4. What can you do to put things right?
5. What are you going to do differently next time?

Appendix 6

Texts home to parents:

1. _____ has exceeded our expectations in class today. Well done!
2. _____ has produced an excellent piece of writing today. Well done!
3. _____ has amazed us with their mathematical thinking today. Well done!
4. Brilliant news! _____ has gone above and beyond to demonstrate our school values today.
5. Brilliant news! _____ has shown lots of courage in their learning today.
6. Brilliant news! _____ has shown compassion to others today.
7. Brilliant news! _____ has supported our school community today.
8. Brilliant news! _____ has handled a social issue really well today.
9. What an all-round fantastic day _____ has had today. Well done.
10. I hope _____ will share with you how much effort they have put into their work today