

Emmer Green Primary School Positive Behaviour Policy

Respect for all

At Emmer Green Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Emmer Green Primary School in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving to achieve. The policy is agreed upon by the whole teaching staff and the Governing Body. The document is available for all interested parties.

At Emmer Green Primary School, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils, and amongst staff.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Therapeutic Approach to Behaviour

At Emmer Green Primary School, all staff working with our children receive training using a therapeutic approach. This training is adapted from the original work by Angela Wadham.

The process is taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

This statement reflects the philosophy, policy and practice at our school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of ours is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in this therapeutic approach and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited tutors and have delivered the initial training to our staff. Annual refresher training is provided for all staff.

Rationale

At Emmer Green Primary School, it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching, learning and enjoyment whilst at school. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. Within our school community, we aim:

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To uphold our school values as a school which respects the rights of all individuals.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To develop pride in the school through work, effort and achievement.

Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- Teaching children to make positive choices and show honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour.
- Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.
- The school adopts an approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes.

Right and Responsibilities

At Emmer Green Primary School, our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses.

The school's core values that specifically relate to the support and management of behaviour are:

- Respecting the dignity of each person; their individuality, their feelings and their role in the school.
- Showing respect for each person, and empathy for their feelings.
- Building confidence and self-esteem by valuing each person's successes and achievements.
- Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- Communicating effectively so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- Building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here.
- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair.

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE. A calm, engaging, well ordered learning environment, with opportunity to grow within a positive structure, is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

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

A Therapeutic Approach

At Emmer Green Primary School, we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problematic or complex behaviour. A change in the circumstances in which the behaviour occurs will be identified and addressed accordingly.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

Consequences and Sanctions

At Emmer Green Primary School, adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

Refer to our consequence ladder at the end of this document.

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the following response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

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

- "I am here to help"
 - Offer help
- "Talk to me and I will listen"
 - Offer a "get-out" (positive phrasing)
- "Come with me and....."

Physical intervention

There are situations when physical intervention may be necessary. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. **See risk management plan template at the end of this document.** These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

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

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

Reflect, repair and restore

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

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

The role of the staff

It is the responsibility of all staff to apply this policy and practice at our school and to report any concerns to the Headteacher.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of anti-social behaviour and actions towards supporting pupils in developing pro-social behaviours.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about behaving positively at home and at school.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The role of governors

The Governing Body has the responsibility of reviewing the effectiveness of this policy. The governors support the Headteacher in the implementation of this policy.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher.

Exclusion

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

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed July 2020

Consequence ladder

Description of Behaviour	Actions taken
<p>Low level behaviour in the classroom</p> <p>Including* Interrupting learning (eg calling out, not listening, not following instructions, being disrespectful towards peers or staff, refusal to complete work, not getting on with/completing learning to the expected standard, lying to a member of staff, provoking peers to get a reaction, swearing, misuse of technology, vandalizing property) *This is not an exhaustive list</p>	<p>1. Reminder given of values, with an explanation of how behaviour is negatively impacting on themselves or others</p> <p>2. If behaviour continues, a second reminder is given as above. This will include the limited choice consequence which will be put in place (eg are you going to complete the task in a different area of the classroom or in another classroom?)</p> <p>3. If the behaviour continues, another reminder will be given as above. The child will then be given a limited choice consequence (eg are you going to complete the task in another classroom or in lunchtime reflection?)</p> <p>4. Where this process has been followed and a child continues with low level anti-social choices, the child will attend Lunchtime Reflection to reflect on their choices ensuring completion of any incomplete task</p> <p><i>If positive changes are seen after any reminder, this positive choice will be acknowledged with praise and no further consequence is required</i></p> <p><i>If positive changes are NOT seen then parents are consulted and an anxiety analysis should be carried out and/or a behaviour monitoring chart should start</i></p>
<p>Low level behaviour on the playground</p> <p>Anti-social playtime/lunchtime Including* (eg playing unfairly, isolating a child, name calling, teasing, hacking in football, physical contact, misuse of property or play equipment, provoking, disrespecting a member of staff) *This is not an exhaustive list</p>	<p>1. Reminder given of values, with an explanation of how behaviour is negatively impacting on themselves or others</p> <p>2. If behaviour continues, a second reminder is given as above. This will include the limited choice consequence which will be put in place (eg are you going to choose to play fairly outside or are you going to take time out indoors in Lunchtime Reflection?)</p> <p>3. Where this process has been followed and a child continues with anti-social choices, the child will attend Lunchtime Reflection to reflect on their choices</p> <p>4. If there are 2 incidences where the child has made anti-social choices on the playground within a 2 week period then parents are consulted and an anxiety analysis should be carried out and/or a behaviour monitoring chart should start</p>

Disruptive, difficult or dangerous behaviour

Including*

Using violence, repeatedly making anti-social choices (ignoring adult instruction, swearing, prejudicial language, deliberately provoking other children to create a response)

*This is not an exhaustive list

1. De-escalation script followed by any adults involved

Eg

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

2. Child to be encouraged to a safe and calm space when ready to go

3. Incident to be investigated and all involved to be listened to by identified member of staff

4. Discussion about the anti-social behaviour and the subsequent protective consequences

5. Meeting with parents, if deemed appropriate

6. Day after meeting, child to be set up by identified member of staff, to ensure a positive start to the day with reminders of pro-social behaviour expectations

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.....**

Risk Management Plan

Name	DOB	Date	Review Date
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		
Pro social/positive behaviour	Strategies to respond		
Anxiety/difficult behaviour	Strategies to respond		
Crisis/dangerous behaviour	Strategies to respond		
Post incident recovery and debrief measures			

Signature of plan co-ordinator _____

Signature of Parent/Carer _____

Signature of young person (if appropriate) _____