Positive Behaviour Management Policy

Date policy was last reviewed and approved:	**October 2023**

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." Pam Leo

Values and Vision Statement

Our school's central purpose is to provide a safe, caring and compassionate climate where all children can learn and succeed. We encourage children to take responsibility for their own actions and help them to understand that their actions have consequences. We put relationships at the heart of all we do and foster a culture of mutual respect. Children are supported to reflect upon their words or actions to understand what is right, wrong and how they can learn.

Our therapeutic approach to behaviour management and inclusion has been informed by the training we received from Cambridgeshire Therapeutic Thinking beginning in the academic year 2020. We aim to promote pro-social feelings and behaviours to support all learners in developing self-regulation, self-efficacy and healthy relationships and interactions, to enable them to become flourishing global citizens.

This policy aims to:

- Provide a clear set of expectations to which everyone can aspire
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.
- Influential DfE Guidance for Therapeutic Behaviour Policies Mental Health and Behaviour in Schools (March 2016 – Revised November 2018)

Pro-social Behaviour

When we refer to pro-social behaviour it is relating to behaviour which is positive, helpful, and values social acceptance. A therapeutic approach to behaviour is one that prioritises the pro-social experiences and feelings of everyone within the dynamic. We expect all staff to promote pro-social behaviours by providing opportunities for pro-social feelings.

Strategies used include:

- Verbal praise and encouragement for effort
- Written comments and feedback
- Referral to other members of staff for positive recognition
- Sharing positive experiences with the parents/carers
- Displaying and sharing children's achievements
- Weekly celebration assembly to share success in and outside of school achievements

All children are placed in a School House when they join Hemingford Grey Primary School. Working together in their School Houses, encourage our children to contribute to a team. House Points and individual certificates are given to recognise children's efforts in displaying

our schools 7Rs; Relationships, Respect, Resourceful, Resilience, Reflective, Risk-Taking and Responsibility.

Supporting All Learners

Our culture consistently promotes high standards of learning behaviours and these are expectations everyone can aspire to. All members of our community share the same core rights;

- The right to be treated with respect

- The right to be safe physically and emotionally

- The right to learn without unfair distraction

All members of the Hemingford Grey school team have a responsibility to support implementing this policy.

The Governing Body	The Governing Body are responsible for: • Approving the behaviour policy. • Reviewing the behaviour policy in conjunction with the headteacher • Monitoring the policy's effectiveness, holding the headteacher to account for its implementation • Displaying the values we wish to promote.
The headteacher	The headteacher is responsible for: • Reviewing this behaviour policy in conjunction with the Hemingford Grey Governing Body. • Approving the policy. • Ensuring the school environment promotes pro-social behaviour and that staff effectively implement the policy. • Monitoring staff implementation of this policy to ensure the restorative 'Step On' approach is used consistently • Ensuring that all staff receive 'Step On' training to understand the approach as a part of staff induction • Making decisions regarding serious incidents that may require suspensions or exclusions • Displaying the values, we wish to promote
Behaviour Leads	Behaviour Leads are responsible for: • Providing staff with continuous professional development that will support managing behaviour. E.g. Trauma informed • Supporting staff to ensure the policy is consistently implemented. • Monitoring the recording of behaviour incidents and behaviour culture • Leading restorative meetings with parents/carers, teachers and children. • Displaying the values we wish to promote

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Staff	Staff are responsible for: • Creating a safe environment • Displaying the values we wish to promote • Implementing the behaviour policy consistently • Modelling pro-social behaviour • Providing a personalised approach to the specific behavioural needs of individual pupils – using Anxiety Mapping and creating support plans. • Recording behaviour incidents on school recording system • Seeking support and escalating appropriately according to the policy.
Parents and Carers	Parents and Carers are expected to: • Support their child in understanding protective and educational consequences. • Inform the school of any changes in circumstances that may affect their child's behaviour. • Discuss any concerns with the class teacher promptly.
Pupils	Pupils are expected to: Demonstrate a 7Rs approach to all learning to make it possible for all pupils to learn: • Show Respect towards other people and the environment • Take Responsibility for their actions and choices. • Reflect on protective and educational consequences • Show Resilience when overcoming challenge • Build healthy Relationships with other pupils and staff in school and repair them when needed • Be Resourceful in finding resolutions. • Take Risks with a growth mindset approach to all learning, including emotional and social learning

We support pupils to manage their own behaviour appropriately working to develop a strong internal discipline. The vast majority of children at Hemingford Grey Primary School behave well and have positive attitudes to school and learning. However, we also acknowledge that children are learning and there are times when children will need help to behave in a pro-social manner. A restorative approach is a philosophy that sees relationships as central to learning and growth.

Educational consequences are always essential in this learning process. We will be able to show how we have helped children develop new skills or new ways of thinking through discussion, debrief, activity or rehearsing. Educational consequences provide children with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

These could include:

- 1-1 time with a member of staff for a restorative conversation
- Repair time with those affected.
- Parental involvement when behaviours reoccur or are antisocial in nature.

Educational consequences rely on finding the answers to two questions:

1. What does the child need to learn?

2. How am I going to teach them?

Protective consequences are the removal of a freedom to manage harm. Sometimes a protective consequence is needed immediately until we have been successful with the educational consequence. Protective consequences are solely to ensure no further harm occurs in the short term.

These could include:

- Removal of equipment if being used unsafely
- Removal from situations
- Time to reflect in a safe space
- Personalised individual support plan with tailored strategies
- Physical intervention
- Suspension (internal/external)

Children with complex needs are expected to follow this behaviour policy but may also require an additional behaviour support plan to meet their specific needs. Our response to an incident may be affected by the child's specific needs.

The school recognises its legal duty under the [Equality Act 2010](#) to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits unsocial/anti-social behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other external providers, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis.

Unsocial Behaviour

At Hemingford Grey Primary School, we define unsocial behaviour generally as quiet, non-compliance that does not negatively impact on other pupils but does have a detrimental effect on a child's own learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance this could be associated with e.g. self-harm. Unsocial behaviour can occur online

and offline. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support. Our staff focus on de-escalations and preventative strategies rather than focusing solely on reactive strategies. We promote the inseparable link between teaching, learning and behaviour.

All staff understand individual needs and adapt responses by using some of the following strategies to support unsocial behaviours:

- Reminder of expectations
- Allow 'take up time'
- Show compassion
- Remove unhelpful distractions
- Offer break out safe space
- Give the opportunity for a movement break
- Use of sensory tools
- Positive distractions
- Consider alternative adult 'change of face'
- 5-point scale to support co-regulation
- Non-confrontational, avoid 'why' and 'but'

Class teachers may use some of the above strategies on a child's behaviour plan to support evidence for the school's behaviour leads/inclusion lead to evaluate impact of strategies prior to external support being sought.

Anti-social Behaviour

Our school defines anti-social behaviour as difficult or dangerous behaviour, causing harm to an individual, a group, the community, or the environment. Anti-social behaviour can occur online and offline.

Please refer to Appendix 2 where we define difficult and dangerous behaviours and the differences between them.

Following any significant anti-social behaviour, we recognise the impact this can have on the pupil, staff and parents/carers in the school community. Teachers will always hold a 'check-in circle' to give the opportunity for children to understand what happened, reassurance of safety, ask questions and express their own emotions in response.

Unforeseeable Behaviour

All staff are aware that in the event of unforeseeable behaviour the senior leadership team will be made aware and may need the school's Critical Incident Policy to take effect and be followed.

If a child is behaving in a manner that is a risk to themselves or others then staff may use "reasonable force" as outlined in our school's [Physical Intervention Policy](#).

The Department for Education states that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Cambridgeshire 'Step Up' training is given to staff members as and when physical intervention has been identified as part of a child's behaviour support plan.

This will be used as a final resort when other strategies have not been effective.

Bullying behaviour

Bullying is unacceptable to Hemingford Grey Primary School and will not be tolerated. We have an agreed procedure for responding consistently to incidents or allegations of bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Our school will draw upon the systems and procedures outlined in the Anti-Bullying Policy.

Recording, Reporting and Communication

The recording of any behavioural incidents which require adult intervention, additional to best practice strategies, are recorded using the school behaviour log system. These logs will be completed by the adults involved in supporting the child. It is essential that these logs are always shared with the child's class teacher and monitored by the behaviour leads.

Completing behaviour logs are an important way of the school monitoring any patterns of unsocial or anti-social behaviour and taking a pro-active approach to identifying any persistent unwanted behaviours. Analysing the data by protected characteristic and using those findings to inform policy and practice may help our school ensure we are meeting the duties under the Equality Act 2010.

Our school recognises, some pupils will need more support than others to manage and regulate their behaviours. On occasion, it will be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. Our success is measured not only by a reduction in incidents but also by how we deal with them.

Communication with Parents/Carers

> In the event of anti-social behaviour or persistent unsocial behaviours, class teacher will communicate to parents/carers via telephone call to both children involved and affected by the behaviour.

> In the event that telephone contact is unable to be made, class teacher will contact the parent/carer via their electronic learning platform to explain in summary the reason for the call and arrange a suitable time for the conversation to be rearranged.

> Following the Anti-bullying policy, parents/carers will be contacted by a behaviour lead by telephone if their child is alleged to be involved in or subject to bullying.

> Both school or parent/carer can request a face-to-face behaviour consultation about a child's behaviour or the impact of another child's behaiour on their child. In the first instance this will always be with the class teacher who may invite a behaviour lead.

> A restorative meeting may be called as part of an educational consequence with the child, teacher, parent/carer and behaviour lead.

Suspensions and Exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

The headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent anti-social behaviour which has not improved following in-school strategies and interventions. An internal suspension is a strategy which may also be used in response to a serious incident, prior to considering a suspension. The amount of time a child could be suspended, does not relate to the severity of an incident but to review the strategies required to reintegrate the child successfully back into school. The headteacher, where necessary, will seek advice from the local authority and make a decision based on individual circumstances when considering whether to issue a fixed term external suspension or permanent exclusion.

Any suspension will always be followed by a reintegration for pupils. This may involve reintegration meetings between the school, pupils, parents/carers and, if relevant, other agencies. This will involve consideration for what support is needed to help the child return to the setting and meet the expected standards of pro-social behaviour. This is a fundamental aspect of the 'Step On' approach to ensure there is an opportunity for repairing relationships, feeling accepted and belong.

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This policy is to be read alongside the following policies:

- Anti Bullying policy
- Online Safety policy
- Safeguarding and Child Protection
- Supporting Children with Medical Conditions
- Equality Objectives
- Physical Intervention Policy

'The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.'

Angela Wadham 2009

Appendix 1. Key Definitions

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which prosocial behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'. **Dynamic:** Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

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Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

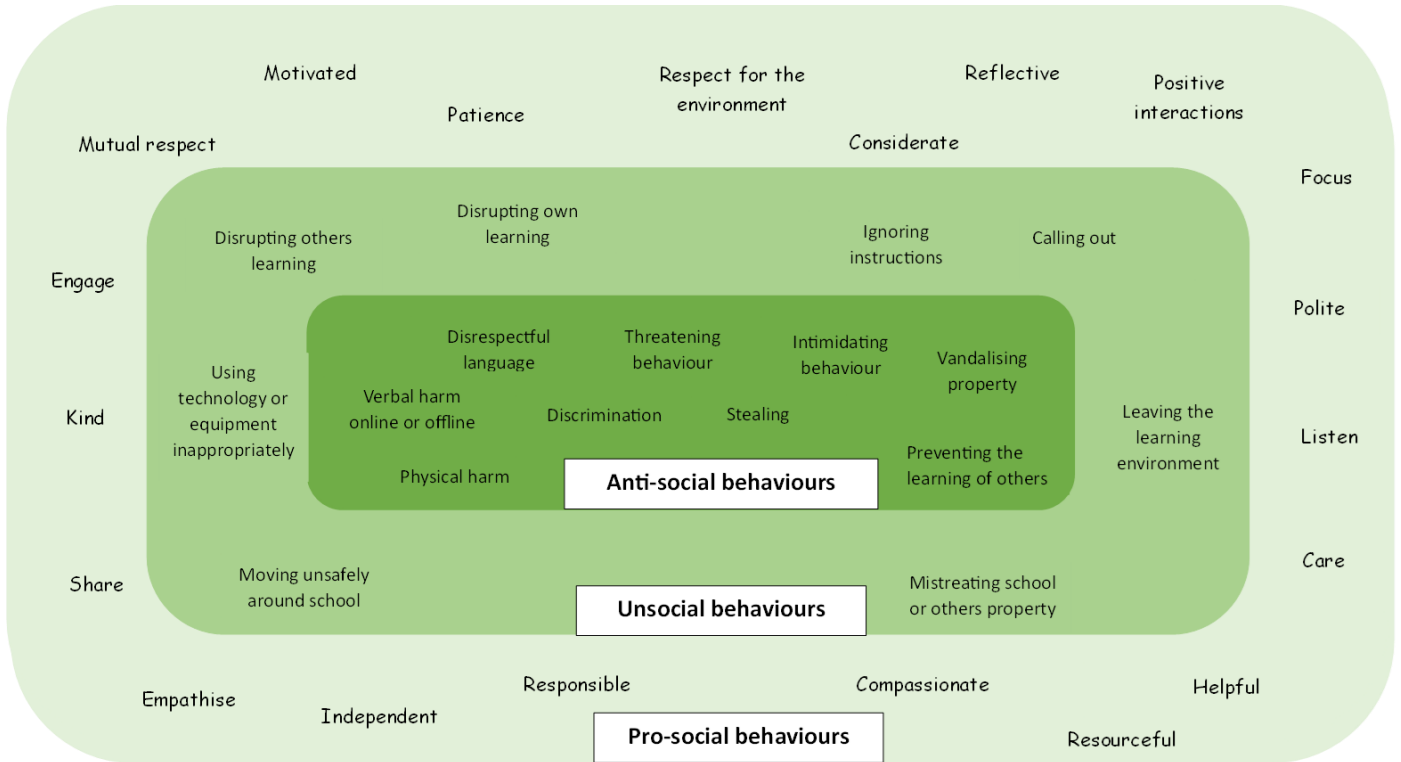**Reward:** A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the determent of others. This includes quiet communication of anti-social feelings.

Appendix 2. Behaviour Types

Motivated

Respect for the environment

Reflective

Positive interactions

Patience

Mutual respect

Considerate

Focus

Disrupting own learning

Disrupting others learning

Ignoring instructions

Calling out

Engage

Polite

Disrespectful language

Threatening behaviour

Intimidating behaviour

Vandalising property

Using technology or equipment inappropriately

Verbal harm online or offline

Discrimination

Stealing

Kind

Leaving the learning environment

Listen

Preventing the learning of others

Physical harm

Anti-social behaviours

Moving unsafely around school

Mistreating school or others property

Care

Share

Unsocial behaviours

Empathise

Responsible

Compassionate

Helpful

Independent

Pro-social behaviours

Resourceful

Appendix 3. Behaviour Log

Name/s		
Class		
Date of incident		
Time of incident		
Does child have a Behaviour Plan?	Yes	No
If yes and appropriate has the plan been followed?	Yes	No
What happened? *Include children's perspectives if appropriate.*		
Protective consequence (if required) *How are we ensuring the safety of the child and others?*		

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Educational consequence *How will we help the child learn to change their behaviour in the future?*	

Completed by class teacher		
Parents/Carers informed?	Yes	No
Restorative conversation held with class teacher?	Yes	No
Restorative meeting with SLT, teacher and parent requested?	Yes	No
Behaviour consultation requested with SENCo and form completed?	Yes	No
SLT involvement required?	Yes	No

Further action required:

No further action required

Log completed by _____ (Name)

Class teacher _____ (Name)

SLT Member _____(Name)