

# HEENE CHURCH OF ENGLAND PRIMARY SCHOOL

## BEHAVIOUR POLICY

### Introduction

Based on Christian teaching (Matthew 22 v. 37 & 39), our desire is for everyone in our school community to be kind, respectful, generous, thankful and humble and compassionate. Our aim is for children and staff to recognise their roles and responsibilities within the school community and to be well prepared to be local, national and global citizens.

*“Love the Lord your God with all your heart and with all your soul and with all your mind...Love your neighbour as yourself.” (Matthew 22 v37)*

### Behaviour Statement

Our policy is underpinned by the principles of Therapeutic Thinking

#### What is Therapeutic Thinking?

“An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.”

When we use a therapeutic approach;

- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences
- we model therapeutic practices with all children, adults in school and parents or visitors from outside
- our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

At Heene CE Primary School, we firmly believe that:

*Positive experiences create positive feelings.*

*Positive feelings create positive behaviour.*

Therefore, all adults aspire to apply the 3 Cs in every situation:

*Calm, Consistency, Certainty*

### Legislation

[Behaviour in Schools – September 2022](#)

[School suspensions and permanent exclusions – September 2022](#)

## Aims

The aim of our behaviour policy is to:

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give children attention and importance for low level poor conduct.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

The purpose of our behaviour policy is to provide simple, practical procedures for staff and children that:

- Recognise behavioural expectations
- Positively reinforces behavioural expectations
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

Our behaviour policy is based on the Five Pillars of Pivotal Practice: (Paul Dix)



<h3>How will our staff behave?</h3>	<h3>Our 3 Rules</h3>	<h3>All staff everyday</h3>
<ul style="list-style-type: none"> <li>• In a positive way</li> <li>• Calmly</li> <li>• Consistently</li> <li>• with Certainty</li> </ul>	<ul style="list-style-type: none"> <li>• Ready</li> <li>• Respectful</li> <li>• Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Will promote a positive culture</li> <li>• PIP and RIP (Praise in public, reprimand in private)</li> <li>• Provide early intervention to support children's behaviour</li> </ul>
<h3>Stepped Behaviour (privately)</h3>	<h3>Our key ways of recognising behaviour 'over and above'</h3>	<h3>Restorative Five</h3>
<ul style="list-style-type: none"> <li>• Reminder</li> <li>• Warning</li> <li>• Last chance</li> <li>• Time out</li> <li>• Repair - Restorative Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Postcards and phonecalls home</li> <li>• Recognition boards in every classroom</li> </ul>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• How can we repair and recover?</li> <li>• Who can help you?</li> </ul>

## Consistency in practice

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals they respect adults and accept their authority.

### Everyone is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the therapeutic behaviour approach.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.

- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: treat others as we would like to be treated.
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

**The Governors and Head teacher are responsible for:**

- Monitoring and evaluating the impact of the Policy.

**The SLT are responsible for:**

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against for race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

**The staff are responsible for:**

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Ensuring there is effective supervision of all pupils at all times (i.e. walking to the playground and ensuring pupils are not left anywhere without supervision when walking around the school).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class rules/charter of conduct which will permeate to whole school practice (this needs to be re-enforced each half term or more regularly, if appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents on CPOMS on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others (antisocial and dangerous antisocial behaviours).

### **Parents are responsible for:**

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

### **Pupils are responsible for:**

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance (adhering to the school uniform guidelines).
- Valuing each other's opinions.

## **Types of Behaviour**

### **Prosocial**

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
- Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.
- Behaviour which benefits other people or society.
- Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

### **Unsocial Behaviour (referred to as 'difficult')**

- 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.

#### **Examples of unsocial behaviour:**

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to change for PE
- Not lining up properly/ pushing in the line
- Choosing to do a different activity
- Rocking/swinging on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

Be aware, all of these behaviours could be a sign of needing help, attention or that the child may be bored or impatient.

No unsocial behaviour should need SLT support unless it becomes Antisocial.

## Antisocial Behaviour and Dangerous Anti-social behaviour

Behaviour that causes harm to an individual, a group, to 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.

Examples of antisocial and dangerous antisocial behaviour:

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching
Lying	Pinching
Refusal to carry out an adult's request	Hair pulling
Distracting and/or disrupting others' learning by shouting, banging, making noises	Hitting
Throwing small equipment	Kicking
Leaving the classroom without permission	Fighting
Damage to property/pushing over furniture	Biting
Stealing	Punching
	Throwing furniture
	Physical or verbal bullying (see Anti-Bullying Policy for definition)

Antisocial behaviour **should not** need SLT support unless it is persistent and is disruptive to the learning of other children.

Dangerous Anti-social behaviour is likely to need SLT support/intervention.

### SLT assistance for antisocial behaviour

Red Card – Signifies dangerous anti-social behaviour - support from SLT needed

Use this policy to support scripted language and strategies.

SLT will model therapeutic methods or take the class for the teacher to do this (to increase confidence with this approach)

### Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

*"It's not how much we give but how much love we put into giving."*

Mother Teresa

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach. We will reward those children who demonstrate positive behaviours in and around school through verbal praise. There is also power in a postcard, and we look to use praise postcards to frame behaviours and work that is over and above expectation as well as the use of recognition boards in each classroom. Children who go

'over and above' may also have a phone call home. The expectation is for each member of staff to issue a postcard or phone home at least once per week.

In EYFS and Year 1, during the transition phase towards a therapeutic approach to behaviour, the use of stickers and 'reward points' may be used. We recognise that for some of the youngest children in the school these are still currently required in supporting positive behaviours. The aim is for these to be phased out by the end of the academic year.

There may also be other individuals across the school that require a transitional phase of rewards. These should only be used once agreed by SLT.

## **Use of disciplinary sanctions (other than exclusion)**

School staff have a statutory power to impose sanctions; these sanctions must be reasonable and proportionate to the circumstances of the case. The use of sanctions is monitored by age, ethnicity, gender, special educational needs (SEN) and disability.

Disciplinary sanctions have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from repeating it.

We always try to ensure that children see any sanction imposed on them as fair. To achieve this, staff will:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. to have a restorative conversation);
- when appropriate, use sanctions to put right the harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);

The table below indicates possible responses and sanctions which are reasonable and proportionate to different types of misbehaviour. **It is important to stress that this table is a guide only; decisions on what sanctions to use will always be moderated by the circumstances of the case, the age and understanding of the pupil and any Special Educational Needs.**

EXAMPLE OF BEHAVIOUR	POSSIBLE RESPONSES & SANCTIONS	EXCLUSION TARIFF	STANDARD PROCEDURES
S T A G E  1	<ul style="list-style-type: none"> <li>Talking out of turn during class/group discussion time, or when a teacher or other adult is talking</li> <li>Raised voices from a group or individual child</li> <li>Off task behaviour</li> <li>Not immediately responding to an instruction</li> <li>Any attention-seeking behavior</li> </ul>	<u>Refer to Behaviour Summary:</u> <ul style="list-style-type: none"> <li>Use stepped behaviour interventions</li> <li>Use micro scripts</li> </ul> Sanctions <ul style="list-style-type: none"> <li>Tactically ignore unwanted behaviour and praise immediately the child begins the correct behaviour</li> <li>Non-verbal tactics – eye contact, thumbs up, shake or nod of head, a smile, the extended hand, raised eyebrow and a “look”</li> <li>Using the school’s values</li> </ul>	Restorative 5
S T A G E  2	<ul style="list-style-type: none"> <li>Constant repetition of behavior demonstrated at previous level</li> <li>Ignoring the teacher’s instructions on several occasions</li> <li>Taking or hiding property</li> <li>Destroying school or other children’s property or work</li> <li>Rudeness to peers or adults –name calling, taunting, swearing, not respecting other peoples space</li> <li>Leaving the classroom without permission</li> </ul>	<u>Refer to Behaviour Summary:</u> <ul style="list-style-type: none"> <li>Use stepped behaviour interventions</li> <li>Use micro scripts</li> </ul> <u>Sanctions:</u> <ul style="list-style-type: none"> <li>Time out in class</li> <li>Write a letter of apology or apologise verbally</li> <li>Complete unfinished work in own time, e.g. at playtime or at home</li> <li>Inform parents</li> <li>Possible temporary withdrawal of a privilege or participation in a special event</li> <li>Carrying out a useful task in the school</li> <li>Confiscation of personal items where these are being used inappropriately</li> </ul>	Lunchtime or break time exclusions  If child has received a lunchtime exclusion and continues to exhibit stage 2 behaviours during the same half-term then suspension of at least one day will be considered.



EXAMPLE OF BEHAVIOUR	POSSIBLE RESPONSES & SANCTIONS	EXCLUSION TARIFF	STANDARD PROCEDURES	
S T A G E  3	<ul style="list-style-type: none"> <li>• Serious challenges to authority, including repeated refusal to undertake tasks.</li> <li>• Deliberately throwing objects with the intention of breaking them or hurting someone.</li> <li>• Uncontrolled anger including kicking furniture, slamming doors, shouting at adults.</li> <li>• Harming someone</li> <li>• Harmful or offensive name calling, including racist remarks or obscene language</li> </ul>	<p><u>Refer to Behaviour Summary:</u></p> <ul style="list-style-type: none"> <li>• Use stepped behaviour interventions</li> <li>• Use micro scripts</li> </ul> <p><u>Sanctions:</u></p> <ul style="list-style-type: none"> <li>• Draw up of a Daily Positive Reporting (appendix 1) if it is the third time in a half term.</li> <li>• In the case of racist incidents, the incident will be recorded and reported to the LA.</li> <li>• Exclusion from classroom for a fixed period of time.</li> <li>• Lunchtime exclusion from school for a fixed period of time (Definite if more than 3 incidents in a half-term).</li> <li>• Letter posted home and copy placed on CPOMS.</li> <li>• Risk of Exclusion Agreements</li> <li>• Confiscation of personal items where these are being used inappropriately.</li> <li>• Referral to head teacher</li> <li>• Contact with parents</li> </ul>	<p>Lunchtime exclusion from school for a fixed period of time (definite if more than 3 incidents in a half-term).</p> <p>If child has received a lunchtime exclusion and continues to exhibit stage 3 behaviours during the same half-term then suspension of at least one day will be considered.</p>	<p><b>Head notified</b></p> <p><b>Stage 3 behaviour letter written by class teacher, signed by head, sent home and copy placed on CPOMS.</b></p> <p><b>Risk of exclusion agreement drawn up in consultation with parents.</b></p> <p><b>Letter of suspension sent home if necessary.</b></p> <p><b>Work provided for pupil. Return to school interview arranged with head teacher</b></p> <p><b>Restorative 5</b></p>
S T A G E  4	<ul style="list-style-type: none"> <li>• Fighting and intentional physical harm to other children.</li> <li>• Serious and persistent challenges to authority (refusing to work, refusing to leave the room, creating a situation in which it is impossible for teaching and learning to take place, deliberate destruction of property).</li> <li>• Leaving, or attempting to leave school grounds without permission (adults will not follow or restrain the child unless not doing so will place the child at risk).</li> <li>• Verbal abuse of any staff (swearing and offensive remarks).</li> </ul>	<p><u>Refer to Behaviour Summary:</u></p> <ul style="list-style-type: none"> <li>• Use stepped behaviour interventions</li> <li>• Use micro scripts</li> </ul> <p><u>Sanctions:</u></p> <ul style="list-style-type: none"> <li>• Immediate removal of pupil from the scene</li> <li>• Immediate involvement of head teacher</li> <li>• Confiscation of personal items where these are being used inappropriately</li> <li>• Immediate contact with parents to discuss incident</li> <li>• Drawing up of Daily Positive Reporting Plan</li> <li>• Possible suspension</li> </ul>	<p>Possible suspension of at least 1 day (definite if more than 3 incidents in a half term).</p> <p>If a child has received a suspension of at least 1 day and continues to exhibit Stage 4 behaviours then suspension will be for 3 days after the second incident and 5 days after any further incident.</p>	<p><b>Principal notified</b></p> <p><b>Stage 4 behaviour letter written by class teacher, signed by head, sent home and copy placed on CPOMS.</b></p> <p><b>Risk of exclusion agreement drawn up or reviewed in consultation with parents.</b></p> <p><b>Letter of suspension sent home if necessary.</b></p>

EXAMPLE OF BEHAVIOUR	POSSIBLE RESPONSES & SANCTIONS	EXCLUSION TARIFF	STANDARD PROCEDURES
<ul style="list-style-type: none"> <li>Persistent bullying, including racial and sexual harassment.</li> </ul>	<p>(Definite if more than 3 instances in a half term)</p> <ul style="list-style-type: none"> <li>Pastoral support programme set up Letter posted home and copy placed on CPOMS</li> <li>Risk of Exclusion Agreements</li> </ul>		<p><b>Work provided for pupil.</b></p> <p><b>Return to school interview arranged with head teacher.</b></p> <p><b>Referral to external agencies.</b></p> <p><b>Restorative 5</b></p>
<p>S T A G E  5</p> <ul style="list-style-type: none"> <li>Extremely dangerous or violent behaviour (throwing items of furniture directly at an child or adult, use of a weapon (including items not intended for use as a weapon e.g. sports equipment), arson).</li> <li>Very serious challenges to authority (see above and situations in which ignoring authority places him/herself or others in danger).</li> <li>Physical abuse of any staff member (purposeful violence towards adults (but not necessarily violence when a child is being restrained or removed), spitting, pinching, biting, slapping, head-butting, punching, kicking etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Immediate removal of pupil from the scene</li> <li>Immediate involvement of head teacher</li> <li>Confiscation of personal items where these are being used inappropriately</li> <li>Immediate contact with parents to discuss incident</li> <li>Drawing up of Daily Positive Reporting</li> <li>Suspension of at least one day.</li> <li>For extreme Stage 5 behaviour, permanent exclusion will be considered</li> </ul>	<p>Suspension of at least 1 day.</p> <p>A second incident will result in a 3 day suspension and a third incident will result in a 5 day suspension.</p> <p>Maximum exclusion 15 days in any one term (45 days per year).</p> <p>For extreme Stage 5 behaviour, permanent exclusion will be considered.</p>	<p><b>Head notified immediately.</b></p> <p><b>Letter of suspension sent home.</b></p> <p><b>Work provided for pupil. Return to school interview arranged with head teacher</b></p> <p><b>Risk of exclusion agreement drawn up, or reviewed in consultation with parents.</b></p> <p><b>Referral to external agencies.</b></p> <p><b>Restorative 5</b></p>

## Daily Positive Reporting

Could be prompted by:	Persistent low level disruption to learning, or three or more moves out of the classroom within a half term.
Maximum Time Frame	Two weeks
Formative Measure:	Individual, specific targets set by Class Teacher at the end of each day for the following day (Today, I was pleased to notice that... tomorrow...)
Maintained by:	Class Teacher with SLT notified

Appendix 1

This will look to address persistent low level disruption by praising the positive aspects of a child's behaviour in lessons, and providing them with immediate target setting at the end of each day for the following day. This will look to improve the child's behaviour within two weeks. At the end of two weeks a decision will be made by all involved parties as to the best course of action.

## Pastoral Support Plan

Could be prompted by:	Failure to respond to Daily Positive Reporting, or following incidents of more serious behaviour.
Maximum Time Frame	Targets to be reviewed every 4 weeks at a PSP meeting
Formative Measure:	Individual PSP meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and carers and child (where appropriate)
Maintained by:	SLT

Appendix 2

A Pastoral Support Plan (PSP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for suspension or permanent exclusion. The effectiveness of the PSP relies on identifying the underlying causes of the child's behaviours; the learning mentor or pastoral leader will seek to identify the barriers to pro social behaviour in a 1:1 meeting with the child. The results of this mentoring session will be recommended to SLT and shared with parents and carers as part of the PSP meeting; these will then help to form the formal targets for the child's PSP. A mentor will also be assigned to the child to offer support and a positive role model. This mentor will be of the child's choosing.

A child's behaviour may deteriorate before it improves when a PSP is introduced; recognition and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a PSP for maximum success, especially with younger children.

These formal monitoring systems ensure a child who is struggling to maintain acceptable levels of behaviour is given targeted support for a full half term before a PSP is enacted. It may also be relevant to complete a behaviour risk assessment in order to unpick the triggers for specific behaviours and ensure the safety of the child and those around him/her.

## **Suspension and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement** (DfE, September 2022).

Only the head teacher has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing body. The school informs the parents or carers how to make any such appeal.

The head teacher informs the Chair of the FGB about any permanent exclusion, and about any suspensions beyond five days in any one term.

The FGB itself cannot either exclude a child or extend the exclusion period made by the head teacher.

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

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers, and consider whether the child should be reinstated.

If the FGB appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

### **Reintegration Meetings:**

Understand the impact of their behaviour on themselves and others

Meet the high expectations of behaviour in line with your school's culture

Foster a renewed sense of belonging within the school community

Build engagement with learning

### **External Support**

In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us.

Agencies involved could include:

- The Learning and Behaviour Advisory Team (LBAT) – A Local Authority Team dedicated to providing in school advice and guidance in managing the needs of a specific child.
- Alternative Provision College (APC) – A Local organisation offering outreach support to schools for children displaying distressed or complex behaviours.

- Child and Adolescent Mental Health Service (CAMHS) – An NHS service dedicated to the Mental Health needs of an individual child.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive and the needs of the child will dictate which support is required. Parents and carers and carers will be informed and their views and consent sought should the school refer to one of the above agencies.

## **SEND and Behaviour**

The School recognises its legal duty under the Equality Act 2019 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.

**APPENDIX 1**

**Daily Positive Reporting**

Name		Class	Class teacher: Teaching assistance: Mentor:
<b>Week One</b>			
Day/ Date	My Target for Today		Today my Teacher was pleased to notice...
1			
2			
3			
4			
5			
<b>First Week Review</b>			
Pupil Views		Views of Others	
What am I doing well?		What do others think I am doing well?	
What could I improve further?		What do others think I could improve further?	
What could help me?		What do others think they could do to help me?	
<b>Week Two</b>			
Day/ Date	My Target for Today		Today my Teacher was pleased to notice...
1			
2			
3			
4			
5			
<b>Second Week Review</b>			
Pupil Views		Views of Others	
What am I doing well?		What do others think I am doing well?	
What could I improve further?		What do others think I could improve further?	
What could help me?		What do others think they could do to help me?	

**APPENDIX 2****Pastoral Support Programme PSP1**

Date of First Meeting:

People invited:

Apologies:

Name of pupil:	School: Heene CE Primary School
DOB:	PSP Key Workers:
Year Group:	Mentor:
Incidents that have triggered this PSP:	
Summary of most recent interventions:	
Aim of PSP:	
School View	Pupil View
Parental View	Other
Agreed Pastoral Support and Pupil Targets:	

## Pastoral Support Programme PSP2

Date of Interim Meeting:

People invited:

Apologies:

Summary of discussion:

Progress Towards Targets/Reviewed Pastoral Support:

Agree New Targets and Pastoral Support:

Responsibility

Next Meeting:



## Appendix 3

## Promoting Prosocial Behaviours

### Prosocial Behaviours

Children expect feedback on their prosocial behaviour and are used to having prosocial behaviour recognised. Such acts as picking up litter, holding a door open, being polite etc. are not taken for granted but also not overly celebrated/rewarded – a thank you as appreciation is enough.

When children feel safe, liked, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

Create a calm and well-ordered environment for teaching and learning and foster a pride in it.

Lessons are well-planned and children are motivated and keen to learn – no learning time is wasted.

Positive Reinforcement Ideas;

- Non-verbal examples are good for not interrupting the learning e.g. Thumbs up, point to your own smile
- Words of encouragement – be specific and tell them what you are praising them for! (Praise for specific, small prosocial behaviours increases the chance of others following) 'I have noticed .....
- Peers encouraging each other
- Inform parents/carers – verbally at pick up time or phone call home
- Send to another teacher in the team or their previous teacher
- Send to Deputy Headteacher to show good work
- Send to Headteacher to show good work

### Desired prosocial behaviours:

Behaviour	Response	Who is Responsible?
Saying please and thank you	You're welcome	Everyone
Walking safely	Thank you for walking safely	Everyone
Respecting Equipment	Thank you for looking after our equipment	Adult Equipment monitor
Listening to each other	Thank you Recognition board	Everyone
Embracing, respecting and tolerating diversity	Teaching/ learning/ celebration acknowledgement	Everyone
Putting hand up to speak unless otherwise instructed	Thumbs up/ silent thank you	Adults
Respecting personal space	Well done for ...	Adults
Being supportive and encouraging towards each other	Thank you for ... Well done for ...	Everyone
Taking turns/ Sharing	I can see that you have ...	Adults
Being respectful when eating	I can see that you are ... <i>Chewing with your mouth closed</i> <i>Trying to use your knife and fork correctly</i> <i>Sitting down when eating</i>	Adults

## HEENE CHURCH OF ENGLAND PRIMARY SCHOOL

### Behaviour for Excellent Teaching and Learning – Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our rules, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Daily routine	<ul style="list-style-type: none"><li>• A member of SLT will greet the children every morning on the main school gates;</li><li>• SLT will be visible throughout the school day – in the corridor; in the lunch hall; during break time and during lunch time.</li><li>• Each class teacher will greet their children at their classroom door every morning;</li><li>• Members of staff will greet the children on the playground, in the corridor and in the shared area every morning;</li><li>• Groups of children will be supervised at all times – walking to assembly; walking to break and lunch; walking to the library etc.</li><li>• Adults will teach and embed classroom routines throughout the school year (getting the class silent, setting the class to work, reflective questioning etc.);</li><li>• Adults will encourage the children they are working with to remind them of the routine before they start their work.</li></ul>
Dealing with behaviour	<ul style="list-style-type: none"><li>• Behaviour will be responded to with deliberate calm – do not allow the emotion of the incident to affect your response;</li><li>• Only the primary behaviour will be dealt with;</li><li>• Unsocial, anti-social and dangerous anti-social behaviour will be addressed using scripted language – see behaviour policy;</li><li>• Take the ‘fame’ out of being badly behaved – don’t celebrate or reinforce poor behaviour;</li><li>• Educational and protective consequences will be dealt with privately;</li><li>• Whole class punishments will not be used;</li><li>• Teachers will celebrate success using a ‘recognition board’ to achieve whole class targets;</li><li>• Thank pro-social behaviour and celebrate the behaviours that go ‘over and above’;</li><li>• Share success – if a pupil has gone ‘over and above’ share it with other adults so that they can celebrate their success with them;</li><li>• If a pupil has gone ‘over and above’ share it with their family with a phone call home.</li></ul>

Adult behaviour	<ul style="list-style-type: none"><li>• Strive to be calm, provide consistency and certainty when dealing with each other and with children;</li><li>• Take the time to get to know the children they are working with – make the learners in your care feel important, valued and like they belong;</li><li>• Take the time to teach children how to behave, continually throughout the year – do not expect them to know how to behave;</li><li>• Focus positive attention on effort, not achievement;</li><li>• Give first attention to those doing the right thing;</li><li>• Do not tell the child how their behaviour makes you feel;</li><li>• Adults will refuse to shout – if your model of behaviour is poor it will affect how the children behave;</li><li>• Consistently focus positive recognition on those children who are going ‘over and above’</li><li>• Address every child by their first name, pronounced correctly, and not by a nickname or pet name;</li><li>• Limit the amount of time a child is separated from their class;</li><li>• Understand that children who present challenging behaviours are not defined by these behaviours;</li><li>• Understand that, on average, the recovery time after a period of crisis is 40 minutes;</li><li>• Deliver the sanction on the same day so that each new day starts fresh – previous incidents should not be carried over or referenced in future;</li><li>• Adults will use dedicated time to have restorative conversations with children – this must not be seen as a ‘bolt on’</li><li>• When having restorative conversations with children, answer the questions too – this presents as a dialogue rather than a private shaming;</li><li>• The restorative meeting must not be a prelude to an apology – it should be a safe space where you are both free to speak. A forced apology doesn’t teach humility; it underlines obedience.</li></ul>
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