

AMBITIOUS - CARING - EXCELLENCE

Stapleford Community Primary School and Nursery

Behaviour Policy



STAPLEFORD COMMUNITY PRIMARY SCHOOL Behaviour POLICY			
Review frequency	Annually	Date of next review	Spring 2024
Committee	LGB	Required by Law	Yes
Governor approval (date)	Spring 2023	Website (public area)	Yes
Staff / governor responsible	HT	Date first produced	Spring 2019

Required by law*

Behaviour Policy

“Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.”

Paul Dix, *When Adults change, Everything changes* (2017)

Aims and principles

The aim of this policy is to set out the way in which we will support children to behave in a responsible, kind and sociable manner. It applies to all children and all adults in the school. The core aim of our approach is that pupils take growing responsibility for their learning and behaviour.

We will ensure that:

- all children and adults in the school have a clear understanding of the behaviour procedures
- the procedures are followed by everyone consistently and promptly
- children always understand the impact of their behaviour, positively or negatively, on others and why they are receiving a reward or consequence
- the adults in our school show children that they are valued, important and belong

These are our **3 Golden Rules** that underpin this behaviour policy:

We:

1. are respectful, truthful and hard-working
2. keep hands and feet to ourselves
3. look after people and property

These expectations will be made explicit in the following ways:

- At the beginning of each term by the class teacher to their class
- In a school display, in the entrance corridor
- In classrooms, through a notice on the wall
- Through assemblies
- Through daily interactions between adults and children
- In the school prospectus
- On the school website

How this policy supports the school's vision

Our vision :

At Stapleford Community Primary School, we are passionate about education. We are **ambitious** for our pupils and want the best for every child. Our staff work hard to ensure the school is a vibrant and innovative place, where pupils demonstrate a thirst for learning, where curiosity is nurtured and **excellence** is expected in a **caring**, supportive and stimulating environment.

This policy is based on current thinking and research, the Cambridgeshire Steps Therapeutic Approach to Policy and Paul Dix's work on behaviour management. Happy children are in the right frame of mind to learn and be challenged and are able to thrive. This policy enables the children to work in a safe and secure environment where all children and staff are valued.

Equality and inclusion statement

We will ensure that our practices and procedures are adapted to suit children and families with all protected characteristics. This will involve adapting practices to be appropriate for children with different cultures and educational, physical or emotional needs. Such adaptations will be made on a case by case basis in consultation with families and external experts where necessary, and in the interests of the safety and well-being of all children. Wherever possible, we will take measures to pre-empt possible conflicts of interest, for example, by setting up individual behaviour plans and arranging additional staff training.

Prosocial behaviour

Prosocial behaviour is behaviour which is positive, caring, helpful and values social acceptance. We believe that prosocial behaviour needs to be taught and greatly valued.

Teaching Prosocial Behaviour

Long term behavioural change comes from developing internal discipline. We believe that children learn how to make positive behaviour choices through;

- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness
- Providing children with the emotional language to discuss their feelings

Additional strategies for staff include:

- All staff to focus on the positive rather than the negative
- Be proactive when dealing with behaviour, rather than reactive.
- PIP and RIP - praise in public, reprimand in private to avoid public humiliation.
- Acknowledging children's feelings
- Scan classroom
- Maintain regular scanning of the children in your class - so you can see when they are off task or a situation is developing
- Be prepared - clear routines for transition. Have resources ready to reduce waiting times
- In the playground, staff on duty should position themselves appropriately on the playground or field, walking around the area, interacting with children, monitoring their behaviour and any developing situations. Staff must not stand together chatting. Children are less likely to misbehave if they know staff are vigilant.
- If a child approaches a member of staff to complain about the behaviour of another child, they must always be listened to and appropriate action must be taken. They must never be told to ignore the child who has upset them or to go away and play with someone else. Staff should support children in resolving disputes where possible, e.g. if a child reports that 'Child X' has been unkind to them, the child should be supported in telling 'Child X' how they are feeling and how things could be improved.

Praise, Reward and Celebration

Learners should develop the understanding that prosocial behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by:

1. Praise and positive feedback from all adults and peers. This includes direct specific praise e.g. 'Great listening Bob. Well done!', indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Bob/this group is listening today?', anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.'
2. Child's name added to class recognition board (all classes to have one)

3. Children to be provided with stickers
4. Children given a special job or responsibility
5. Thank you letters written by staff to pupils for demonstrating specific prosocial behaviours.
6. Rewarding of house points. House points will be given for good work and attitude and charted in class. A record of the house points earned by each child will be kept by the class teacher who will inform the Headteacher if they reach the following milestones:- bronze, silver, gold, platinum, star and awesome certificates to children who earn 50, 100, 150, 200, 250 or 300+ house points in a year. The house whose members earn the most house points each week will win the house cup. The house points for each house will be counted up and sent to the Headteacher (Thursday afternoon) to be read out in Friday afternoon 'certificate assembly'.
7. Sharing good work with other classes, teachers, Deputy Head or Head Teacher. Good work and achievements being displayed around the school, on the school website and on Twitter.
8. Giving positive feedback to parents/carers at the end of the day or over the phone
9. Marbles for whole class good conduct where pupils work together to earn a reward when the jar is full. A full jar equates to 50 marbles.
10. Weekly Value Postcards are given to individual children and celebrated in celebration assembly
11. Children chosen to be the class Star of the Day and told why they have been selected.
12. Hot Choc Fridays: At appropriate times, the headteacher or deputy will either choose or teachers can nominate individuals or groups of children who have been demonstrating the golden rules and enjoy a hot chocolate together.

We recognise that all of our children need recognition for their prosocial behaviour. Children who are always demonstrating prosocial behaviour should be noticed, as should those who are working hard to improve their behaviour and attitude. It is the responsibility of the class teacher to ensure that all of their children receive equal recognition for remembering the Golden Rules and for 'over and above' behaviour.

In this policy we are defining '**reward**' as a desirable object or experience given to celebrate outcomes already achieved.

Supporting all learners to maintain prosocial behaviour

Some children will require differentiation or reasonable adjustments to enable them to maintain prosocial behaviour. These will be based on the needs of the children but may include:

1. Arriving in class prior to the other children to have a quieter environment to enter
2. Sitting in a specific space of their own or in a different way
3. Being met and greeted on arrival by a member of staff
4. Movement breaks
5. Time to talk 1-2-1 with staff

Reminders and Redirection

Some children will require a reminder or redirection to maintain prosocial behaviour; the adult will select a strategy appropriate to the situation. These may include:

1. Proximity praise – praising the children who are near to the child for their prosocial behaviour which encourages the child to copy their behaviour.
2. Quiet, non-verbal reminder, e.g. a look or a sign, e.g. finger to lips to indicate non-talking time
3. Quiet, verbal reminder using positive phrasing, e.g. 'smart sitting... thank you'
4. Quiet verbal reminder of the relevant rule or routine, e.g. 'Remember our rule for safe scissors? ... Thank you.'
5. Quiet verbal reminder of a recent example of their prosocial behaviour.
6. Moving the child to sit closer to an adult.
7. An adult moving to sit closer to the child.

8. An adult engaging with the child about their current activity/piece of work – identifying positive features, e.g. ‘Let’s look at what you’ve done so far...’

Anti-social behaviour

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

Staff will initially use the strategies detailed above to encourage prosocial behaviour, however there will be times when children need additional support to learn about their anti-social behaviour through the use of consequences.

Consequences

At Stapleford, consequences will be derived through logic and naturally follow an action. Children will experience consequences for their anti-social actions. We will use two types of consequences, ‘Protective’ and ‘Educational’. Both of these create a number of strategies within them to teach prosocial behaviours to our children, whilst keeping them in a safe learning environment. Certain anti-social behaviour incidents may not require a protective consequence but there must always be an educational consequence. Detailed below are some examples of the two types of consequences:

Protective consequences (removal of a freedom to manage risk of harm):

- Increased staff ratio e.g. specific supervision of a child in the playground
- Limited access to an area of the school
- Escorted in social situations e.g. to lunch
- Differentiated teaching space
- Suspension or Permanent Exclusion

Educational consequences (this learning, rehearsing, or teaching is necessary to enable the child to move forward in a positive way)

- Completing tasks - Children may need to miss their break or lunch time (with a staff member from their class or from SLT) to catch up on work they have not completed due to their behaviour choices.
- Rehearsing
- Assisting with repairs
- Educational opportunities e.g. research
- Whole class/Small group PSHE lessons on specific topics
- Restorative conversations and meetings
- Reflection Time: It may be necessary for learners to have a reflection time with a member of staff in order to complete the Reflect, Repair and Restore process (see below)

An SLT member will intervene as needed, agreeing appropriate consequences after considering the roots of the behaviour, the reflect, repair, restore process, whether the behaviour was a conscious or subconscious choice, the seriousness of the behaviour and any history of such behaviours. **Appendix A** details specific behaviours and responses, although is not an exhaustive list.

Adults’ responses to anti-social behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Cambridgeshire STEPS ‘A Guide for Parents’ outlines the use of ‘PACE’ in interactions with the children, routinely used as part of school practice.

'PACE'

Playful (spontaneous and fun) – “Can I join in?”; “Let’s skip or dance!”; “What game can we play?”

Acceptance (unconditional and positive) – “You are loved, no matter what,”

Curiosity (be curious for them) – “I wonder...?”; “Tell me about that,”

Empathy (listen until they stop) – “I can help you with these feelings,”; “No wonder you’re upset, that must have been hard,

- 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 courtyard”
- Disempowering the behaviour e.g. tactical ignoring - “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 trained by Cambridgeshire Steps trainers in how to safely use physical intervention. 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 child, other people or significant damage to property.

Reflect, repair and restore (after a crisis)

- 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?

Personal Behaviour Plans

Pupils whose behaviour needs additional support may require a personal behaviour plan. These may be a ‘Predict and Prevent’ mini plan (see **Appendix D**) or if they place themselves and/or others at a risk of harm they will have individual risk reduction plans (see **Appendix F**). These are overseen by the Headteacher, Deputy Headteacher and SENDCO to ensure that they are reviewed and updated in order to reflect changes and progress. Learners who require a risk reduction 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:

- Be informed by a series of reflective documentation, following the Cambridgeshire STEPs recommended flow chart (see **Appendix B**)
- Be based on analysis of the child's behaviour using the tools of subconscious or conscious behaviour analysis (see **Appendix C**), anxiety mapping (see **Appendix D**) and the roots and fruits proforma (see **Appendix E**). These will enable staff to establish the times/ places/ lessons that give the learner greater anxiety and 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 to 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.

Recording, Reporting and Communication

Behaviour that is dealt with by SLT or causes concern should be recorded on the class' electronic behaviour log which is on Google Drive under behaviour and shared with SLT. Safeguarding recognition of 'child on child abuse' is routinely recorded on MyConcern. MyConcern as an electronic tool is being reviewed with a trial use of behaviour recording and reporting when it meets the threshold of SLT involvement (Summer term 23).

Class pastoral file:

- all children have a page in the class pastoral file where unusual or worrying behaviours (along with other significant incidents such as family circumstances, changes in behaviour, notes from parents) can be noted
- the class teacher is responsible for recording in the pastoral file and if he/she feels that a child's behaviour is being noted frequently, he/she should inform the SENCO/headteacher and contact the parent(s)/carers to discuss the behaviour
- the class pastoral file should be passed on to the next class teacher at the end of the year

Staff, including Midday Supervisors must communicate playground behaviour issues with the children's class teachers.

Information about behaviour could be shared with other professionals, e.g. SENDS, Family workers after parental consent is acquired.

Communication with Parents/Carers

Parents are regularly informed of prosocial behaviour examples through teacher/parent dialogues, assembly certificates shared and rewards such as 'Star of the Day'. Parents will be informed if ongoing poor behaviour affects the learning of the pupil themselves or their peers. They will also be informed if there is a breach of safety to others. In the case of behaviour that is dealt with by class teachers, they must inform parents what has happened, and what consequences will be put in place. They may also discuss future actions to support behaviour, for example seeking support from outside agencies, interventions or personal behaviour plans. They should not name other children involved. This conversation could be face to face in the classroom or on the telephone. Other parents must not be within earshot.

SLT will inform parents when they are dealing with the behaviour. This may be alongside the class teachers. Conversations with parents regarding behaviour are to be recorded on "record of conversation" forms and saved in the pastoral folder. Digital copies are also saved alongside the classes behaviour log on the Google Drive.

Class teachers will also ensure that at times they will give positive feedback to parents/carers at the end of the day or over the phone.

Suspension or Permanent Exclusion

Serious incidents may result in a suspension (The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period) or permanent exclusion. These decisions are not made lightly and the school follows the principles and procedures shared in the DFE document - "[Suspension, Exclusion from Maintained Schools, Academies and pupil referral units in England, including movement](#)". Anglian Learning guidance is also used to support this process. Parents are informed of the decision and reasons for the suspension or permanent exclusion. A reintegration meeting is held with the parents and child on their return to school after a suspension.

Bullying

Incidents of bullying or alleged bullying will be dealt with according to the anti-bullying policy.

Complaints

Parents who have complaints about the way incidents are dealt with should be encouraged to use the complaints procedure.

Monitoring

Behaviour Management, including recording of incidents will be monitored and analysed by SLT and Governors.

The core aim of our approach to Behaviour is developing relationships with pupils taking growing responsibility for their learning and behaviour.

Appendix A

Responding to Prosocial Behaviour at Stapleford Community Primary School

The table below shows examples of how we encourage prosocial behaviours.

Prosocial behaviour	Typical Adult Responses
Walking in the corridor	"Thank you for walking" "Super walking"
Holding a door open for someone	"Thank you so much, you are so kind/polite"
Using manners, saying please and thank you	"You're welcome" "Lovely manners"
Using good morning and good afternoon	Say "good morning" or "good afternoon" back and smile
Looking after another child who is sad or hurt	"Well done for helping your friend, you are so kind" "I'm sure they feel much better now"
Helping an adult to carry something or to pick something up	"Thank you so much for your help" "You are so helpful."
Sitting respectfully in assemblies	"Thank you for your super sitting/listening" "I can see that you are listening carefully"
Playing respectfully, including following the rules of games	"Thank you for showing respect to each other like sports people do."
Including everybody in games and activities	"Thank you for including everyone. You have made everyone feel important"

Anti-social Behaviour at Stapleford Community Primary School

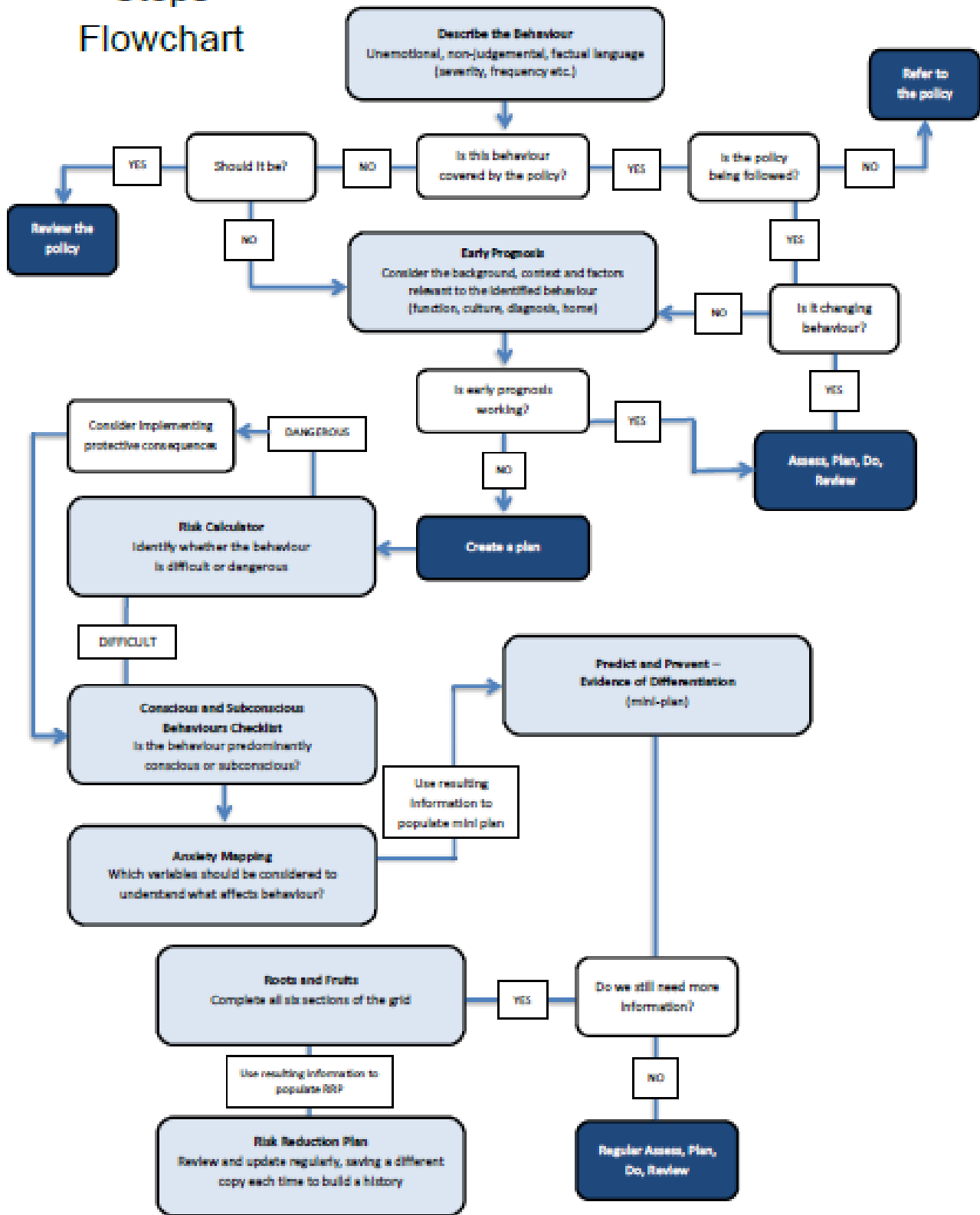
Anti-social behaviour	Protective/Educational Consequence	Record Keeping
Low level, minor irregular off task behaviour e.g. chatting, calling out, wandering around classroom, tapping pencils, making faces and gestures	Class teacher discussion – teacher discretion to inform parents.	None - unless repeated
Low level, minor friendship issue/verbal/physical incident	Class teacher discussion – teacher discretion to inform parents PSHE lessons could focus on issues arising in the class	None - unless repeated
Child does not complete work in a lesson to expectation	The child will complete work with the class teacher at playtime. The child could work during lunchtime. They could be asked to continue work when class is doing something else. If the	None - unless repeated

	work is still not meeting expectations, it will be sent home to be completed.	
Pupil not following adult instructions	Positive phrasing or Limited choice Completion of tasks in break/lunch Teacher discretion to inform parents, unless repeated.	None-unless repeated or a safety concern
Unintentionally hurting someone's feelings/or hurting someone physically	Reflection with class teacher- Apology	If the teacher is noting a recurrence of this kind of event (e.g. ¼ times in a half term)
Physical response in a game – e.g. pushing, hacking, tripping	Protective consequence - miss one game Educational consequence - research rules of the game or reflect on an alternative response for next time the situation occurs Restorative approach with others if needed - apology	Record in pastoral file If occurs 3 x or more - pattern forming so inform SLT and record in Behaviour Log.
Not telling the truth	Discussion and reflection with class teacher on the importance of being honest	Record in pastoral file If it occurs 3 x or more -pattern forming so inform SLT and record in Behaviour Log.
Taking property/food that does not belong to them	Reflection with class teacher – written /verbal apology. Parents informed	Record in behaviour log
Spoiling the work of a peer.	Repair the damage - e.g. rub out pencil marks, support the peer to fix any damage. Parents informed If reoccurring child will need to sit away from their peers	Record in pastoral file If it occurs 3 x or more -pattern forming so inform SLT and record in Behaviour Log.
Refusing to go where asked or leaving the classroom without permission	Parents informed	Record on behaviour log SLT informed
Use of swearing or rude or aggressive language.	Child sent to SLT or class teacher to de-escalate Reflection with SLT about swearing Parents informed by SLT	Record on behaviour log SLT informed
Intentionally, through anger or as a result of heightened anxiety/stress inappropriate physical response or hurting a peer. Breaking equipment, throwing objects to hurt someone, racism*, bullying* Inform SLT	Pupil is sent to member of SLT Structured play arrangements may be made; eg playtime is not with the class/whole school Restorative conversation to repair damage and restore relationships. Also to reflect on more appropriate responses. Repair of equipment where possible and appropriate Social story	Log on My Concern *In the case of perceived racist comment then policy is followed *In the case of perceived bullying then policy is followed.

	Possible internal exclusion with SLT Parents informed by SLT	
<p>Repeated incidents of intentionally, through anger or as a result of heightened anxiety/stress, inappropriate physical response or hurting a peer.</p> <p>Use of swearing or rude or aggressive language.</p> <p>Breaking equipment throwing objects to hurt someone, racism*, bullying*, refusing to go where asked or leaving the classroom without permission</p> <p>*Inform SLT</p>	<p>Parents are informed and invited to meet with the class teacher/SLT.</p> <p>Class teacher to follow the Cambridgeshire steps "Behaviour flow chart" and complete Anxiety Mapping or Roots and Fruits with SLT/SENDCo</p> <p>Personal Behaviour Plan may be appropriate</p> <p>Possible EHCP procedure</p> <p>Possible internal exclusion with SLT</p> <p>Possible Fixed term exclusion</p> <p>Possible permanent exclusion may be considered</p> <p>Involvement of outside agencies</p>	<p>Log on My Concern</p> <p>*In the case of perceived racist comment then policy is followed</p> <p>*In the case of perceived bullying then policy is followed.</p> <p>Appropriate Cambridgeshire Steps documentation and analysis completed.</p>

Appendix B

Cambridgeshire Steps Flowchart



Appendix C

Cambridgeshire Steps Subconscious and Conscious Behaviours

Subconscious behaviour analysis checklist

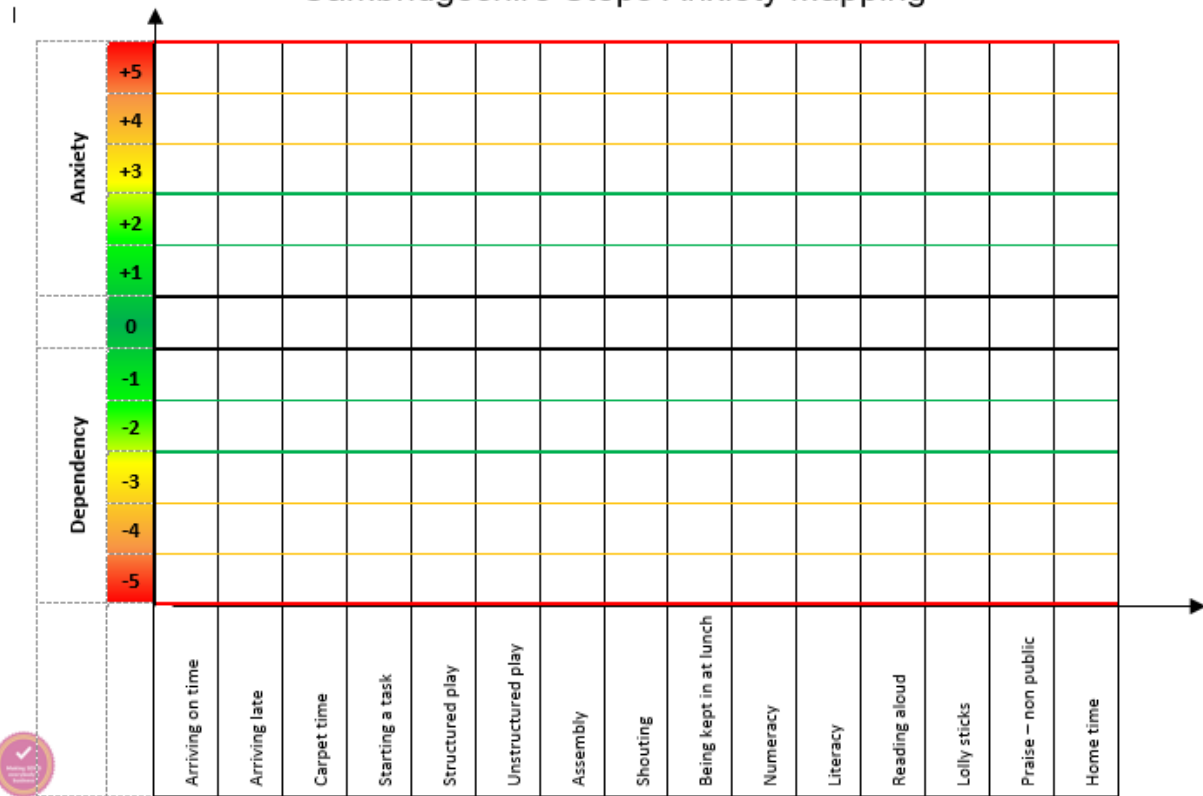
Question	Response	Solutions or differentiation through Anxiety Mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought advice on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc.)		Anxiety Mapping. How do we lower their anxiety? (topic, adult, time, activity, peers, transition, noise etc.)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc.)		How do we support them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc.)		How do we support them to feel less angry/manage their anger? (Roots and Fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc.)		How do we provide support/structure so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc.)		How do we support them to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we manage this stimulus? (topic, adult, time, activity, peers, transition, noise etc. Anxiety Mapping)

Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc.?
What is the motivation to behave anti-socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro-socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their Roots and Fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?

Appendix D

Cambridgeshire Steps Anxiety Mapping



Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc.

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of Action <u>Prevent it</u>
Raised Anxiety	+3 - +5	These areas overwhelm the pupil 1. 2. 3. 4. 5.	Planned differentiation required to reduce anxiety 1. 2. 3. 4.
	+2	These areas run the risk of overwhelming the pupil 1. 2.	Monitoring needed 1. 2.
	0		
Increased dependency	-2	These areas run the risk of developing over reliance 1. 2.	Monitoring needed 1. 2.
	-3 - -5	These areas have developed an over reliance 1. 2.	Differentiation needed to reduce this over reliance 1. 2.

Appendix E

Cambridgeshire Steps Roots and Fruits



Name	
Supporting staff	
Date	
Review date	



Anti-social/difficult/dangerous behaviours	Pro-social behaviours
Anti-social/negative feelings	Pro-social/positive feelings
Anti-social/negative experiences	Pro-social/positive experiences

DEFAULT



Appendix F

Cambridgeshire Steps Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro-social/positive behaviour	Strategies to respond
Anxiety/DIFFICULT behaviours	Strategies to respond
Crisis/DANGEROUS behaviours	Strategies to respond
Post-incident recovery and debrief measures	

Signature of plan co-ordinator.....	Date
Signature of parent/carer.....	Date
Signature of young person.....	Date