

HORTON PARK PRIMARY SCHOOL



HortonParkPrimary
We Learn to Succeed

Behaviour Policy

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Behaviour Policy

Horton Park Primary School is committed to providing a broad, balanced and effective education for all the children who attend our school. We believe in meeting pupil's basic needs. This is done by creating safe environments, forming strong and positive relationships and developing a healthy self-esteem - which is key to cultivating good behaviour, good learning attitudes and to success in life. We expect all adults who work at Horton Park Primary to embrace this approach and to proactively support it. This approach is the responsibility of all staff throughout the schools.

Our behaviour policy is designed to:

- Promote a positive climate and learning culture within school;
- Provide a safe school environment for all;
- Develop an understanding of what appropriate behaviours are;
- Define a framework for rewarding success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members;
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication.

The expectation of children and staff in our schools is that they will follow our 5 ways to be Brilliant which are:

We are KIND

We RESPECT others

We THINK about our LEARNING

We LISTEN and ACT fast

We are HONEST

At Horton Park, we embed our whole school drivers in everything we do.

Our drivers are:

- **Resilience**
- **Problem solving**
- **Experiences**
- **Communicate**
- **Vocabulary**
- **Mutual respect**

The expectation of adults is that they will:

- Provide clear rules, routines and boundaries for all children.
- Encourage, praise and actively listen to children.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Work as a team to maintain high standards of behaviour within the school.
- Enable children to communicate with their words because they feel safe.
- Offer equal amounts of challenge and support to work 'with' children.
- Understand and implement restorative practice.
- Have consistently high expectations within individualised responses to challenging situations.
- Focus on the prevention of undesirable behaviour.
- Recognise that all behaviour is communication and attempt to translate this.
- Regulate, relate and repair children using relationships and without 'punishment'.
- Use logical consequences when needed.
- Reflect upon practice objectively, without judgement, in an attempt to reduce risk.
- Invite children into their calm and not join them in their chaos.
- Collaborate with the SENCO/Inclusion Support Workers in order to create personalised plans that enable children to thrive.
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.
- Keep a record of all incidents of serious incidents and ensure that SLT and parents/carers are informed within that same day.

Positive Recognition and Celebration

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. Adults use specific praise, badges on 'Marvellous Me' and Dojo Points to instantly reward appropriate behaviour in all classes and shared spaces. A wide range of further rewards are also used to promote positive behaviours:

Non-verbal/verbal language we can use:

Smile

Handshake

High five

"Well done"

"You're great"

"Wow!"

"That makes me feel really happy"

"You are a valued member of this class"

NB: Be mindful of children with low self-esteem; use subtle praise.

A positive behaviour approach emphasises that most interactions are positive ones. Staff, at all times, focus on positive reinforcement and ensuring that pupils feel like valued members of our school community (see appendix 3).

Rewards in School

- Dojo Points rewarding positive choices and behaviour.
- We receive certificates in Celebration assembly. Two pupils per class are chosen for effectively following our key drivers.
- Stickers and comments in diaries and badges on 'Marvellous Me' are given to pupils in class when they display positive behaviour.
- If pupils come to school on time every day they will receive a certificate and a treat every half term.
- Pupils with 100% attendance all year will receive a special reward, 97%+ also receive a certificate.
- The class with best attendance will be rewarded with an extra break time weekly.
- At the end of the year we have a celebration assembly where we celebrate achievements over the year.
- Personalised reward charts for key identified pupils with clear reward time.
- Pasta in Jar (Visual support) for children in the RP and weekly prizes.

Horton Park Primary School acknowledges that children may display behaviour that is challenging, and this is often an expression of an unmet need. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstance. Therefore, any consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. All incidents are recorded on CPOMs.

- All adults must use the following guidance to address behaviours that are challenging (see appendix 3 and 4).
- Low level disruption should be dealt with by the class teacher as far as possible, in order that the strategies have the desired effect (see appendix 1).
- Children should be spoken to, along with the opportunity to moderate their behaviour (appendix 2).
- The regulate, relate and repair strategies must be applied.

Consequences for persistent behaviours that challenge

- If it is a persistent incident, the pupil will be taken to see a member of SLT.
- For serious incidents SLT/SENDCo will speak to parents and put a behaviour support plan in place, with 3 targets.
- The SENDCO will work closely with parents, child, class staff and the SCIL team from the LA to request the support of specialist teachers to support with key pupils as and when necessary.
- All incidents to be recorded on CPOMs.
- Additional support for the pupil may include support from external agencies.
- Mentor support to be offered to pupils who need further support.

Lunchtime Behaviour

- A member of SLT may decide it is appropriate for a child who has not followed the rules to have lunch in an alternative room/hall at lunchtime, as a logical consequence, while a behaviour support plan is put in place.
- If this is the case, the member of SLT will inform the class teacher and the relevant staff members.
- Class teachers or their support staff will be responsible for dropping off and collecting pupils.
- Lunch time rewards and consequences follow the same as above.
- Allocated zones and area identified for key pupils

Serious Incidents

The following are deemed as serious incidents and must be reported to a member of SLT. They may override any policy in place. For serious incidents, parents will be called into school to meet with the Head Teacher or, if the Head Teacher is not available, another member of the SLT.

- Any reportable incidents e.g. racism, bullying
- Serious physical or verbal assault towards a child or an adult
- Wilful damage to school property
- Any child who puts themselves or another person in danger

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Impartial
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Involvement of parents
- Missed playtimes or lunchtimes
- Suspension and permanent exclusions
- Involvement of external agencies
- Individual risk assessments

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Special Educational Needs and Disabilities

Learners with additional needs may have additional reports and reward charts. These are produced in consultation with the children and their parents. Parents are always consulted at each stage.

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 behaviors that challenge may be differentiated to cater to the needs of the pupil. The SENDCo will evaluate a pupil who exhibits behaviors that challenge to determine whether they have any underlying needs and how these can be met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, 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 to create the plan and review it on a regular basis. An Early Help referral or Early Help meeting may be raised with parental involvement. Outside agencies may be contacted e.g. Child Health Services including School Nurse and/or Commissioned Speech and Language therapist to work with key families.

Bullying

Bullying is deliberately hurtful behaviour. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – **Several Times On Purpose**.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Excluding from a group, tormenting, ridiculing, humiliating
Physical	Hitting, kicking, pushing, pinching, tripping, taking another's belongings, any use of violence
Verbal	Name-calling, insulting, Indirect bullying, through spreading stories about someone, threats, homophobic or racist remarks, teasing making fun of someone
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on child abuse	Child on child abuse is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. This includes offline and online.

Please refer to the Anti Bullying and Safeguarding Policies.

The above applies to on site and off site, when representing the school and wearing school uniform.

Sanctions may also be applied where a pupil shows behaviour that is challenging off-site at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the school;
- pose a threat to another pupil or member of the public;
- travelling to and from school;
- when wearing school uniform;
- when taking part in any school- organised or school related activity;

- could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Suspensions and Exclusions

Where a child persistently behaves in a manner which is unsafe, a member of the SLT will be informed. Parents will also be informed of the behaviour. In some cases, if appropriate the SLT may choose to exclude the pupil, whilst a logical consequence is put in place. This may include internal exclusion, lunch time exclusion or exclusion at home. Parents will be informed of the decision. These behaviours that challenge might include (although not exhaustive):

- Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- Physical abuse of children and adults
- Persistent racist or homophobic remarks or behaviour
- Persistent and deliberate hurting of other children
- Persistent defiance to adults, both verbally and non-verbally
- Persistent disregard for other people/school property

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Parents

The role of parents/carers is crucial in helping to develop and maintain socially acceptable behaviour. Parents have an important role in supporting behaviour. Parents can raise any concerns via the class teacher as well as the Pastoral team and SLT. Parents/carers are updated regularly on their child's behaviour and are encouraged to celebrate their child's successes through assemblies, newsletters, Marvellous Me and parent consultations.

Powers of search

On extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

Allegations of abuse

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Where appropriate further action or advice may be taken if any false or malicious accusations have been made.

Damages

Parents will be expected to pay for any deliberate damage by their children to either equipment or to the school building- or others personal property.

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school. In these rare cases, staff will, wherever possible, use the techniques taught as part of the Team Teach.

Appendix 1

Behaviours, strategies and aims

- Low level behaviours occur due to an unmet need.
- A child maybe trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.
- Crisis behaviours occur when a child has 'flipped their lid' their main priority here is survival
- If the child perceives a threat, they are likely to respond with fight, flight or freeze.

1 Anxiety	2 Defensive	3 Crisis
Behaviour (Not an exhaustive list)		
Rocking/ Tapping Swinging on chair Head on desk Sullen Calling out Finding it hard to cooperate Inappropriate comments Failure to complete work	Teasing Pushing Arguing Destroying work Running indoors Disrupting Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom	Vandalism Physical assault Fighting Disrespectful to adults Racial abuse Bullying Leaving the classroom or school grounds without permission.
Strategies		
<ul style="list-style-type: none"> • Acknowledge all low level behaviours • Read the body language of the child • Consider you own body language • Invite the child into your calm don't join them in their chaos • Use child's name to engage • Use reflective language... "I can see that... I notice... I am wondering... I imagine." • Use empathy "I understand this is hard for you.... That must be really difficult." • Match affect – use a low tone of voice • Consider sensory regulation (deep pressure) 	<ul style="list-style-type: none"> • Continue to use low level strategies if appropriate • "What should you be doing now?" • "Name, command, thank you" • Ask "what?" not "why?" • Give the child 2 choices (don't make these punitive, make them choices you are happy with) • Maintain high expectations and boundaries • Affect language... "when you...I feel... I need you to" • Remind children of school expectations • Ensure strong routines are in place • Use a sensory break for the whole class • Staff should use positive recognition to encourage and create a positive culture • Give time and space • Class reset • Restorative conversation 	<ul style="list-style-type: none"> • Change environment • The child will be taken back to class when safe enough to engage • Continue to use anxiety and defensive strategies • Support and closely supervise • Offer a safe space • Change face • All crises should be followed up with a restorative conversation with class staff/SLT

<ul style="list-style-type: none"> Remind children of the natural consequence to their behaviour. 	<ul style="list-style-type: none"> Think reflection not reprimand Be curious If the behaviour becomes unsafe respond as if it is a crisis behaviour 	<ul style="list-style-type: none"> Support for classroom staff to recover Logical consequence
Aim		
<ul style="list-style-type: none"> The purpose of these strategies is to ensure the child feels listened to heard and understood We need to make the child feel safe enough to use their words 	<ul style="list-style-type: none"> Remember that Children don't behave for systems; they communicate with people who connect, people who care. Find a balance of challenge and support to prevent further escalation into crisis. 	<ul style="list-style-type: none"> The priority in a crisis is to maintain safety and calm the situation. Crisis situations may involve the removal of stressors.

Appendix 2

The Language of Choice – 3 steps to success.

Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences, or the child will learn that you do not follow threats through).

“Ricky, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It’s your choice.”

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Appendix 3

How to create supportive relationships

<p>Teach the child not the curriculum Believe in them Know their names Know something about them Show you're interested in them as people not just as children Smile frequently Be warm Unconditional positive regard Respect & support interests Do show and tell with adults and children Be real for your learners Be interested in them as people Consistently kind Say good morning Take a genuine interest in them Let them know a little about you Engage with them during break time Greet children as they arrive at the gate and classroom door End the day on a good note (no grudges) Care about them Have lunch with them Kick a football around the playground with them Skip with them Seek to understand rather than to blame Listen with the intent to understand rather than the intent to reply (S Covey) Aim to learn something new about them each and every day</p>	<p>Each day is a new day Earn respect rather than expect it Be authentic Don't take yourself seriously Care about their welfare Share your favourite film or band Make time or you'll make excuses Brag about them outrageously to others Every child needs a champion Never use sarcasm There is always more than one perspective Intention and attention is key Tone of voice is important Tell them your first name Talk about your own kids Share a pen or pencil Say goodbye at the end of the day Always preserve rewards Show interest in their interests Have a sense of humour Mutual respect Open communication Be approachable Be reflective Smile from your heart Pinch the occasional crisp (not the whole bag!) Catch them at their best Positive phone calls home Have high expectations Show empathy (not sympathy) Look out for their sports teams results Actively listen and then listen some more</p>	<p>Don't take yourself too seriously Create a safe environment Develop and cultivate compassion Say the "hard things" The small things are the big stuff Ask questions Set boundaries Step in without being asked Know when to dial it back Give consistently, receive occasionally You create the weather in your classroom Mutual Respect Welcome diversity Be supportive Initiate conversations Honesty is key Follow through and do what you say you'll do Compliment Say thanks Laugh Be present Be their biggest cheerleader Let go of the past Check in regularly Be willing to learn from each other Remember important dates Don't judge Separate the behaviour from the person Treat them fairly Laugh with them Remember their birthday Learn to apologise</p>
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Body language - Theirs & Yours!

- Are you able to recognise subtle signs of anxiety and stress in your children?
- Do you encourage children to try and recognise these in themselves and have you specifically taught what steps to take before a crisis is reached?
- Are you giving off signs of aggression and stress?
- Can the pupils see that you are angry?
- Be confident and assertive not angry and out of control
- Don't be afraid to walk away and allow a colleague to take over - this is not losing face.

Assertive language classroom strategies

- Try and avoid negotiation unless it is on your terms, this draws you into a situation where the student is once again in control.
- Establish a firm routine that is repeated and built upon. If routines and rewards are consistently reinforced then a firm climate for learning eventually develops alongside a habit of socially acceptable behaviours - this will be protracted and take many repetitions. Unless children encounter a firm boundary they will continue to push that boundary until they find a limit.
- Congratulate children for socially acceptable behaviour - catch them being good
- Congratulate others for socially acceptable behaviour in the earshot of children not modelling it
- Instructions must be direct and precise - this can be very wearing but unless precise instructions are given it may give opportunities to challenge and gain control, they need to know that adults are in control and it is safe to let them be in control
- Use 'rule reminder' for minor behaviours e.g. The rule is.....This could be used if the school rule is that coats are not worn in the class.
- Use "I need you to"Thank you' rather than 'please'
- Use quiet thumbs up to recognise effort, try not to overdo verbal praise - still use it but this should be your next level up' for extensive effort and when a good relationship is established.
- Praise specific behaviours, eg. Instead of saying "Well done" make it more specific by saying for example, "I like how you have..."
- Always give a 'destination' and expected action eg. "I need you to sit on the blue chair at your desk, you have everything there so you can complete your work"
- Some may need their own visual prompts to remind them
- It may help if a list is provided so that the pupil is able to tick off items that have to be done to complete a set task: if this information is displayed on the white board it will still be of benefit to some if they have their own printed list.
- High level positive recognition - this will need to be subtle and discreet
- Appropriate social interaction that is demonstrated by adult modelling, drama activities and paired or small group adult supervised activities.
- Offer maximum consistency of approach with clear predictable routines.
- Specifically, teach self-calming strategies. Understand we need to co-regulate first
- Being able and willing to reflect, analyse, consider when an incident started and how this might be avoided in future is one of the most supportive attributes you can develop
- Build on a sense of worth and belonging
- Legitimise the need for power - give responsibility
- Be assertive not angry
- Do not negotiate unless this is on your own terms eg. We have to complete this or this you choose the order in which you will do them.
- Refuse to engage in a power struggle - sometimes the goal of this behaviour is the argument, not any other gain
- Provide opportunities for responsibility
- Praise specific actions - "I like how you..." A job well done should be praised
- "We' can discuss this later"
- Avoid retaliation
- De-personalise verbal attacks
- Teach specific calming strategies to whole group
- Don't expect immediate results
- Give recognition at unexpected times
- Catch them being good
- "When... then" statements

- Ask 'What' rather than "why" "What should you be doing now?"