

# Behaviour Policy

<b>Approved by:</b>	<b>Governing body</b>
<b>Reviewed on:</b>	<b>January 2022</b>
<b>Next review due by:</b>	<b>January 2023</b>

**Good behaviour in schools is central to a good education. Schools need to manage behaviour well so that they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive. Being taught how to behave well is vital for children to succeed personally and for them to successfully navigate the communities they inhabit.**

**Pupils will not always behave perfectly...schools can create environments where positive behaviours are more likely, by proactively supporting pupils to behave appropriately and by addressing misbehaviour effectively.**

*Behaviour in schools, Dfe, Jan 2022*

**At Appletree Gardens First school we are on a mission to “grow our learning”. We know that we learn best when we feel safe and our physical, emotional and social needs are being met. We proactively support this culture in everything that we do as the foundation for behaviour for learning. We use clear and consistent behaviour support strategies and ensure we are continually developing our knowledge and implementation of behaviour practice to support our community and maintain high standards.**

**This policy has been written in consultation with staff, pupils, parents and governors at Appletree Gardens. The headteacher is responsible for ensuring this policy is followed and effectively implemented.**

## Our policy aims to:

- Develop thoughtful, caring pupils who can learn to manage their own feelings and behaviours and consider the feelings of others.
- Support a calm, purposeful, safe and happy learning environment.
- Create a consistent approach to behaviour throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Encourage each child to take responsibility for their own behaviour, leading to increasing independence and self-discipline.
- To foster a respect for differences including cultures and beliefs.
- To support understanding around behaviour choices and promote a positive growth mindset to problem solve and learn from misbehaviour.
- To work in partnership with all stakeholders to achieve consistently high behaviour expectations.

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**At Appletree, we manage our environments thoughtfully to support behaviour for learning. Throughout school we aim to support mental health and emotional wellbeing as the foundation for positive behaviour for all. We do this by:**

- Leading by example in the way that we treat each other and the children in our care.
- Building positive relationships with pupils and their families to understand, support and promote good behaviour.
- Developing a progressive understanding of relationships, mental health and wellbeing through our Jigsaw PHSE scheme, our value assemblies, theme weeks, Thrive sessions and classroom activities.
- Valuing achievements at all levels.
- Working in partnership with parents\carers in dealing with any behavioural issues.
- Encouraging respect for individuals.
- Providing organised, ordered learning environments with calm, safe spaces.
- Displaying our behaviour vision clearly e.g. shared values, rules, timetables and mental health registers.
- Sharing consistent classroom rules and consequences.
- Providing structured lessons and a consistent timetable\ school day which is shared with all pupils.
- Developing roles and responsibilities for pupils within the learning environment.

## **Staff at Appletree First will:**

- Agree class rules at the beginning of each school year, display them in the classroom and refer to them as appropriate. Explain the steps following misbehaviour and the consequences for this action.
- Ensure consistent language linked with behaviour; blossom code, good sitting, good listening, good looking, kind hands, kind feet, kind hearts.
- Make children aware of high expectations of behaviour in all situations. Share and develop the blossom code at all opportunities.
- Develop pupil understanding of behaviour at all opportunities during a school day including during PHSE lessons, value and celebration assemblies.
- Recognise and identify pupil needs in a school day for example, a mental health register, Thrive support, calm time, talk time.
- Deal with behaviour calmly (tone, body language) and consistently.
- Be as consistent and fair as possible in the use of rules and consequences, taking into account each individual child's needs.
- Follow up behaviour incidents to unpick the child's behaviour. For example: testing boundaries? An unmet need? Sensory dysregulation? Lack of understanding? Use the ABC model to track behaviour and identify causes. (Appendix 1)
- Support the needs of individuals with reasonable adjustments to access learning.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure high quality teaching and learning, that motivates children, where each child has work appropriate to his/her level of ability and is provided with any necessary support.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.

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- Work in partnership with parents in dealing with any behavioural issue.
- Use CPOMs, our secure database to log, track and monitor behaviour incidents.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Work closely with senior leaders and outside agencies, implementing advice and strategies in dealing with a child with social, emotional, SEND or mental health difficulties.

## Pupils at Appletree Gardens First School are supported and encouraged to:

- Be proactive in creating and understanding our school rules.
- Grow their strategies to self regulate and manage their own and others wellbeing.
- Follow the rules to support positive behaviour for learning.
- Talk openly to trusted adults/staff in school.
- Strive to be role models for behaviour e.g. older pupils supporting younger pupils.
- Take responsibility for their own behaviour choices and understand and accept consequences.
- Grow their values, for example British Values, knowledge of religions and cultures to support cooperation, diversity and inclusion.
- Hold responsibilities in school e.g. classroom monitors, school councillor
- Actively promote the school rules and the blossom code.

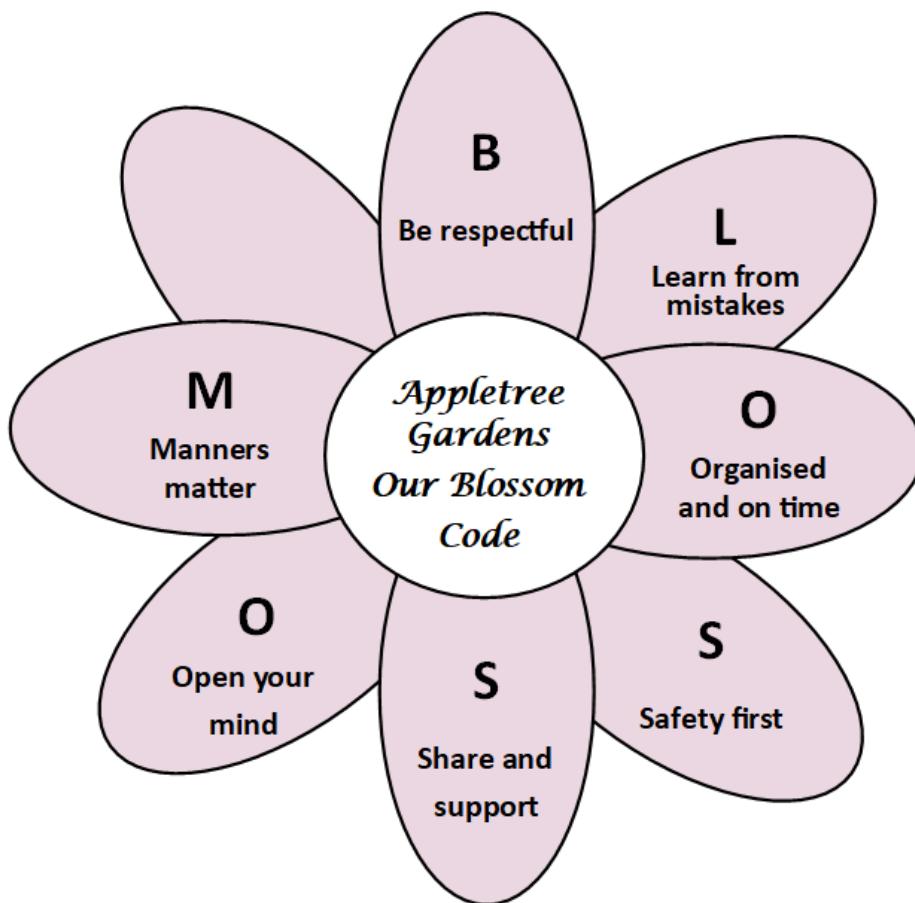
## Parents should:

- Work in partnership with the school to promote high standards of behaviour at all times and support the implementation of the behaviour policy.
- Support the school to manage incidents of behaviour promptly and with respect and sensitivity.
- Support school to ‘unpick’ behaviour to support pupil development.
- Report any concerns around misbehaviour directly to the class teacher.
- Support their children by informing the teachers of changes in the home or incidents outside school (e.g.family issues or changes, cyberbullying) that may affect a pupil's need in school.
- Support punctuality and good attendance.
- Help the children understand rules and the need for them in an ordered society.
- Act as a role model for desired behaviour, treating all adults and children with respect.

## The Blossom Code

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In order to prioritise positive behaviour and support our families to be part of our vision, we invited parents and children to work together on the values behind our blossom code. We aim to use this code as a shared and meaningful way to understand and emphasise the behaviour we know supports a happy and safe environment.



<b>B</b> Be Respectful	Kind hands, kind feet, kind words, kind hearts. Look after your own and the school's property. Remember everyone has the right to learn. Respect and celebrate your differences. Wear your uniform with pride.
<b>L</b> Learn from mistakes	Grow your learning. Correct mistakes to help you grow.
<b>O</b> Organised and on time	Come to school every day and on time. Follow routines to help keep a calm classroom. Line up carefully to help us all stay safe. Walk around school with consideration for others. Work together to keep the classroom tidy together to support learning.
<b>S</b> Safety First	Kind hands, kind feet, kind words, kind hearts. No jewellery of any kind. Always ask an adult if you need to leave the learning environment you are in. (classroom, hall, playground) Keep the school tidy and hazard free especially exits and corridors. Know what to do if you have any safety worries.

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<b>S</b> hare and support	Celebrate your differences. Share your successes and achievements. Support your friends to learn. No to bullying. No to Cyberbullying.
<b>O</b> pen your mind	Always try your best. Never give up. Be brave and try new things. Respect other people's opinions.
<b>M</b> anners matter	Use your manners wherever you go.

## Praise:

Praise is a positive strategy to support high standards of good behaviour. We use:

- Weekly whole school value assemblies and celebration
- Whole school star of the week celebration
- Whole school golden table lunch award
- Verbal praise
- Class reward system: celebrating success, resilience, perseverance, having a go
- Non verbal communication (smile, thumbs-up, nod)
- Stickers and certificates
- Whole class awards eg: golden time, extra playtime
- Extra responsibilities
- Reporting to parents (verbally, stickers and certificates, Seesaw, Parent consultations, Report)

## Responding to incidents of misbehaviour

The priority will be to ensure the safety of the pupil, other pupils and staff and to restore a calm and orderly environment. All members of staff will respond predictably, promptly and assertively to incidents of misbehaviour. Where appropriate, staff should take account of any contributing factors that are identified after an incident has occurred, for example, if the pupil has an additional need or any concerns from home/ school.

Consequences will be consistently applied to maximise their predictability. When appropriate, staff will make time for a pastoral discussion to support the pupils understanding of the consequence and improved behaviour, going forward.

Disruptive behaviour and behaviour which infringes the rights of others' does not represent our school values. This should be dealt with using a kind, but firm stance using both Thrive and Restorative Approaches. Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'make amends'.

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## **Children who begin to misbehave or show signs of dysregulation should;**

1. Be reminded of our school rules and the rights of others;
2. Be given a warning and a choice, and reminded of the consequences.
3. Be given time to reflect and make the choice;
4. Be given a suitable sanction that supports pupils to understand that their actions have consequences.

Sanctions will be suitable for the age group/ year group and be explained and understood by all pupils. For example,

- Loss of activity time/ playtime
  - Loss of privilege
5. Have a restorative conversation with their teacher/ TA (Appendix 2)

If, despite being supported to make a positive choice, misbehaviour continues, the pupil will be:

6. Given some calm time\ a movement break. This could include working in a quieter area of the school, working in another classroom, a supervised physical activity (e.g. gym, making something), going to a 'safe space' within the classroom or going to our Thrive room. Where they go, will be a professional judgement call of the teacher who has knowledge of the child. Parents will be informed that their child has been supported at this stage.

If, despite time in a partner class or elsewhere, the behaviour does not improve, or the child continues to misbehave when they re-enter their classroom,

7. Support from a member of the Senior Leadership team should be engaged. This will either be immediately, or at break time, whichever is most appropriate. If the child misses some break time as a consequence, this time will be used as a time for the pupil to reflect on their behaviour. Wherever possible, misbehaviour will be addressed on the same day. Time with the Senior Leadership Team will either involve a 'relevant consequence' e.g. a child completing the work they did not do in the lesson, and a restorative conversation, sometimes involving others that were affected. This step would also apply for more serious misbehaviour: bad language, violent incident, damaging property, stealing, peer on peer abuse (see peer on peer abuse policy), online safety breach.

## **Supporting Behaviour Management and Inclusion**

At this stage, teachers and leaders would be looking to support the pupil to improve their behaviour .Children are individuals and have individual needs. This is equally true with relation to the behaviour and discipline within the school. Whilst all pupils are expected to adhere to school rules, some pupils may need additional support to achieve the level of behaviour that is expected. The school will:

- Identify pupils who are experiencing difficulty with behaviour.
- Strive to identify any underlying causes and take appropriate action.
- Encourage children to be responsible for their actions and to play a part in setting targets for improving their behaviour.
- Ensure all staff are aware of any issues and how to apply the school's policy appropriately.

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- Provide individual or small group Thrive sessions to build pupil self esteem and offer opportunities to work on targets/ share strategies.
- Work in partnership with parents to develop consistent strategies to deal with behaviour
- Follow the SEND policy.
- Seek advice and guidance from other agencies as appropriate, eg Local Inclusion Support Team, LA SEND team, Children and Young People's Service, School Nurse\ Supernanny, Health Visitor.

As a school, we want all our pupils “to grow” and have the same opportunities to learn. If a child is struggling to follow the school rules we would explore, as a team, why this might be. A pupil may have additional needs or require extra support. Our SENDCo supports the class teacher to initiate a support plan and if required seek additional funding for resources, including extra staff. We also access support from a range of agencies, for example, behaviour support, the school nurse team and Special Educational Needs specialists.

## Suspension\ Exclusion

This may be necessary if a pupil has not responded to additional strategies put in place.

The school follows the [Department For Education guidance](#) and updates on exclusion. Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. Parents will be notified by the headteacher in all cases and pupils will be involved at an appropriate level. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## Reasonable force

Pupils who are identified as a risk to themselves or others would be identified as early as possible. A pupil risk assessment will be undertaken to manage these risks carefully. This will focus on strategies to de-escalate and prevent using early intervention.

Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the wellbeing of others or themselves, reasonable force may be used to restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the pupil is not responding to a verbal request help should be sought before intervening.

Incidents are recorded on our behaviour crisis record (see Appendix 3) a copy should be given to parents/carers and a copy should be uploaded to CPOMs. This helps us reflect and track patterns of behaviour, keeps our practice expectations safe and consistent and has the pupil's well being at the centre. Emphasis is focused on re-establishing communication and engagement with the pupil.

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## Appendix 1

### ABC Model

<b>Name:</b>		<b>Date:</b>	<b>Staff name:</b>	
<b>Time and Location</b>	<b>Activity</b>	<b>Antecedent/ Trigger</b>	<b>Behaviour</b>	<b>Consequence</b>

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## Appendix 2

### Restorative practice\ conversation

#### 1. Attune

The member of staff gets down to the child's level. It is important to mirror the behaviour, speaking calmly and slowly. Try to keep eye contact.

#### 2. Validate

Let the child speak, using the term 'wondering' to try and encourage the pupil to explore the incident for themselves. Use adult speak to repeat what they've said to make it clear. For pupils struggling to articulate the adult may support with 'I can see that you are...(describe feeling). Validate their feelings. Let them know that it's ok to feel like that and that everybody feels like that sometimes.

#### 3. Contain & Regulate

Depending on the child, ensure the child is contained e.g. letting them know what is going to happen and when; moving them to a 'safe space' (area of containment) inside or outside the classroom; or giving them some form of sensory stimulation e.g. fidget toy, calming music, a book etc.

#### 4. Problem solving

Don't give children the solution but support them in finding it. Use the language of 'wondering' to explore incidents so no pressure is put on a pupil who is already dysregulating or is not ready to share their experiences e.g. "I'm wondering if this might have happened....". If they offer it, take it. It is then agreed. If another pupil was involved, try and build in how that person might have been feeling, or how they were affected. Again, this could be through the language of 'wondering'; "I'm wondering how that might have made xxxx feel?"

#### 5. 'Making Amends'

Once the child has solved the problem, talk to them about making amends (Don't use the word sorry as this can be an 'empty' word). This could be tidying up if they have made a mess or damaged something, writing an apology letter, making a card, or simply giving someone a hug. If two people are involved, encourage positive touch through a hug or if they are not comfortable with this, a secret handshake for example.

#### 6. 'Notice' afterwards...

Once the child is regulating again and has returned to learning, begin to give specific praise again using the language of 'noticing' e.g. "I noticed that...."

Restorative conversations should address:

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1. What were you thinking or feeling at the time?
2. What happened?
3. Who was affected?
4. How did this make people feel?
5. How have you felt since?
6. What could you do to put things right?
7. How can we do things differently in the future?

## Behaviour Crisis Recording Form

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<b>Date:</b>	<b>Time:</b>	<b>Duration of Incident:</b>
<b>Name of Student:</b>	<b>Staff Involved:</b>	<b>Location of Incident:</b>
<b>Trigger(s) observed (where applicable):</b>		
<p><b>Risk Behaviour(s) observed:</b> Behaviour that presents an imminent or immediate risk. <i>The total loss of control, which may result in physical behaviour that presents a risk to the person or others. At this point, physical interventions may be considered.</i> Examples: hitting, biting, self injury.</p>		
<b>Staff Response(s):</b>		
<b>Brief description of Incident:</b>		
<p><b>Tension Reduction behaviour(s) observed:</b> Decrease in physical and emotional energy. ..<i>that occurs after any of the three previous levels of the Crisis Development Model, characterised by the regaining of rationality.</i> Examples: crying, apology, reduced physical tension in the body.</p>		
<p><b>Staff Response(s):</b> <u>Supportive</u> - An empathetic, non-judgemental approach. Examples: listen, allow time. <u>Directive</u> - Decelerating an escalating behaviour. Examples: Clear, concise instructions, limit setting. <u>Physical Intervention</u> - you / you holding someone as there is an immediate or imminent risk of harm to themselves or others <u>Therapeutic Rapport</u> - Re-establish communication. Examples: listen and demonstrate empathy, avoid blame, give reassurance.</p>		
<b>Signed (Author):</b> _____		<b>Other Staff:</b> _____
<b>Copy given to Headteacher:</b> Y / N		<b>Signed (Headteacher):</b> _____
<b>Parents Informed of Incident:</b> Y / N		
<b>NTC Incident Form Completed:</b> Y / N		

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