Behaviour Policy

Fenstanton and Hilton Primary School

Reviewed by: The Full Governing Body

Date of Review: December 2023

Date of Next Review: December 2024

Aims

Our behaviour policy exists to support adults and to provide children with the best circumstances in which to show or move towards pro-social behaviour. The key purpose of this policy is to provide a safe, happy, engaging and caring environment in which everyone is given the opportunity to learn and develop positive, pro-social attitudes and values. This policy establishes how we help children become aware of their behaviour and how the consequence of behaviour can affect learning, other people and the school environment.

Furthermore, this policy aims to:

- Encourage everyone to take responsibility for their own actions and the consequences of them.

- Provide a supportive, welcoming and friendly atmosphere where mutual respect is fostered.

- Set out a clear set of expectations, which are achievable by all.

- Encourage children to become independent in their approach to work and in managing their own behaviour.

- Enable children to reflect upon their words or actions, the consequences of them, and to consider alternative behavioural choices.

Through the daily living of our school values and dedication to our vision, adults model and remind children of behavioural expectations. Our children have a responsibility for their behaviours, and are given support to achieve pro-social behaviours.

Our Values
Community, Determination, Integrity.

Our Vision
Building happy, brave and reflective learners in an environment of compassion and belonging.

Rights
Fundamental to our approach is that all members of our community share the same rights:

<div align="center">

The right to be treated with respect
The right to be safe physically and emotionally
The right to learn without unfair distraction

</div>

Whilst all members of our community share these rights, we also share the responsibility to respect the rights of all members of our community. All classes have on display a school rights poster which can be used to reflect on and consider the impact of individual behaviour on other members of our community.

Guidance for staff

What children can expect of adults
The vast majority of pupils at the school behave well and have positive, pro-social attitudes to school and learning. With a little support, the vast majority of pupils are able to maintain this. To support pro-social behaviours, school staff will:

- Model positive behaviour for all pupils.

- Recognise that all children are individuals and may need person-specific approaches. This requires an approach of doing 'different for different'.

- Allow children processing time in response to questions and instructions.

- Ensure children are listened to and are given the opportunity to express how they feel.

- Make expectations clear, including naming and modelling desired behaviours.

- Avoid the use of ambiguous language such as 'good behaviour'. For example, instructions could be: *work independently; show respect for one another.* Praise could be, *thank you for tidying the pens away; well done for completing all of the spellings*.

- Praise children by 'catching them getting it right' and label that behaviour.

- Use a planned approach in order to be consistent in their approaches to behaviour management and responses to individuals.

- Manage interaction, communication and instruction from an emotionally-regulated place. Staff will seek colleague support to manage situations which might become more emotionally challenging.

When facing challenging behaviour:

Staff will employ a choice or selection of the following strategies in response to challenging behaviour. Staff will:

- Use positive phrasing, using the child's name and 'Thank you' e.g. - (Child's name), Stand next to me, thank you - Put the toy on the table, (child's name), thank you.

- Offer a 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*.

- Disempower the behaviour e.g. *You can listen from there*; *Come and find me when you come back*; *Come down in your own time*. This is referred to as 'managing the oxygen in the room'.

- Use 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…

Consequences and Responses

In the first instance of inappropriate behaviour, it is important to praise and recognise pupils for the behaviour adults expect and to give attention to pupils who are making pro-social choices. When a child is not meeting the behavioural expectations, staff will refer to the following stages in their responses:

1	Praise the pro-social behaviour of other learners. Give their attention and praise to those demonstrating positive behaviour.
2	Analyse what is causing the child to behave in a certain way and put actions in place to lessen the child's anxiety or anger.
3	Provide a non-verbal warning (e.g. by changing position in the classroom to be nearer the child to regain their attention).
4	Redirect the child's attention to their work / appropriate activity with a question or statement.
5	Provide a positive reminder of the behaviour expected.
6	Issue a verbal warning, using language of choice that includes a reminder of the consequences.
7	Move the child to a different position in the classroom to lessen any anxiety.
8	Request support from an additional adult from outside the classroom.
9	Send the child to another classroom for thirty minutes with work to be completed.
10	If behaviour persists, or for more serious incidents, a member of the senior leadership team should be informed, who will decide on the most appropriate tier of consequence. ▪ Tier 1 – internal exclusion for half a day and parents/ carers informed. ▪ Tier 2 – internal exclusion for a full day and parents/ carers informed. ▪ Tier 3 - Fixed term external suspension and parents informed. ▪ Tier 4 – For behaviour that results in multiple fixed term suspensions, the Local Authority will be informed that the child may be at risk of permanent exclusion and every attempt made to arrange additional, supportive provision for the pupil. ▪ Tier 5 – Permanent exclusion.
	Reflect, repair and restore (after an incident) Once the child is calm, relaxed and reflective, the experience will be revisited with an adult. The adult may ask the child questions to: • Explore what happened. • 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 has been learnt so child/ren and adults are able to respond differently next

	time.

Impeding access to learning time

In addition to the above, class teachers will impose a consequence of removing free time from a pupil if they show low-level disruptive behaviours that impede their own or others' access to learning. This time will be spent catching up on the lost learning time. Examples of behaviour include, but are not limited to, leaving the classroom without consent, not returning from the playground, not following the instruction of lessons.

A Therapeutic Approach

At Fenstanton and Hilton Primary School, we recognise that part of the role of a school is to 'teach' behaviour and that we are responsible for growing internal discipline in the children we teach.

Teaching behaviour is about:

Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.

Experiences - Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.

Modelling – Using words and actions that mirror responses we are trying to encourage in children.

Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.

Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.

Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.

Reward and positive reinforcement – Noticing when children are demonstrating socially acceptable behaviours (catching them getting it right) and ensuring this is praised and rewarded.

Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given. Reflecting on incidents and repairing relationships in order to move forward positively.

An important principle of our approach is that we **ANALYSE** children's behaviour and do not **MORALISE** about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting anti-social behaviour and to change the circumstances in which the behaviour occurs. It is the responsibility of each child to take positive steps towards pro-social behaviour, within the changed circumstances provided.

Praise and Rewards

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we aim to 'catch the children getting it right' through specific, labelled, verbal praise. In classrooms, children may be rewarded for pro-social behaviour with direct, labelled praise, which labels the behaviour shown, or through the receipt of a marble in the class jar. When the jar is full, the class has earned a teacher-led game, inside or outside.

Consequences

Adults have the responsibility to use consequences that are linked to the behaviours shown; this should help the young person learn and develop positive coping strategies/behaviours. Consequences act on internal discipline by creating a learning opportunity relating to the anti-social behaviour or the harm caused. Consequences may include: completing a task, limiting access to play resources, being escorted when moving between classes, assisting with repairs, restorative meetings.

In most cases, a reminder from a familiar adult, introducing an element of choice about the outcome, is expected to be sufficient to modify the behaviour. It is important to give positive choices and highlight possible outcomes so that the child has the ownership of their behaviour and the control over the consequence. Children must be given processing time for all consequences. For some children a change of adult or tactical ignoring (managing the oxygen in the room) can be successful. Adults should be conscious of when they need to offer an 'olive branch' and recognise when a child is offering the same.

Foul and abusive language

At Fenstanton and Hilton Primary School, our success is underpinned by positive, meaningful relationships. As part of this, we believe our language should reflect respect and courtesy towards each other. We therefore take clear responses to foul and abusive language, as follows:

Casual swearing - e.g. on the football pitch, in conversation.
RESPONSE: Children spend time in our reflection room.

Foul and abusive language used aggressively towards another pupil
RESPONSE: Children spend time in the reflection room.
If language is deemed to be excessively violent and aggressive, a suspension will be considered.

Foul and abusive language in a learning or play space
RESPONSE: Children spend time in the reflection room.
If language is deemed to be excessively violent and aggressive, a suspension will be considered.

Verbal abuse / verbal assault on staff
RESPONSE: A fixed-term suspension will be considered in order to protect the respect and safety of our environments.

In all cases above, staff will apply the behaviour policy and employ the use of scripts to support de-escalation.

Risk Reduction Plans

It is sometimes necessary to create a Risk Reduction Plan (RRP) for a pupil. A RRP will outline how we are going to respond to behaviour displayed by an individual pupil. The RRP becomes the policy for working with the child, with personalised language and strategies employed to avoid the escalation of anti-social behaviour. RRPs will also outline opportunities for the pupil to experience pro-social feelings and behaviours, along with information about how incidents are recovered from and reflected upon. The development of a RRP will include the use of resources from Cambridgeshire Therapeutic Thinking, including Anxiety Mapping, Roots and Fruits and a Risk Calculator (see Appendix C).

Reporting Incidents

Where behaviour incidents have triggered consequences 8-10 from the list above, or where incidents have involved SLT in their de-escalation, staff involved will complete a log on MyConcern to detail the behaviour. At an appropriate time following the behaviour incident, a Reflection Form (see Appendix B) will also be completed with the pupil and uploaded to the MyConcern log. This may be completed by an adult involved in the incident or one who was not, depending on what is most appropriate.

A Reflective Space

The final part of our response to a behaviour incident is the Reflect, Repair, Restore stage. This stage should provide an opportunity for children to reflect on an incident they have been involved in, and their own behaviours, in an emotionally regulated state and space. Reflection should be completed with the support of an adult, guiding children through an honest reflection and the questions in our Pupil Reflection Sheet (Appendix B). To facilitate time for this, a member of the teaching staff runs a lunchtime reflection room each day. Children may be asked to spend time in the reflection room on the same day as a behavioural incident, or on a following day. It is essential that the child is in an emotionally regulated state in order to benefit from the opportunity of reflection. The reflection room is a space where children can be heard and supported.

Managing physical and dangerous behaviours:

Under Section 93 of the Education and Inspections Act 2006, teachers and other approved staff (i.e. those authorised by the Headteacher to have control or charge of pupils) will have a legal right to use reasonable force to prevent a pupil from:

- Committing an offence.

- Injuring themselves or others.

- Damaging property.

- Disrupting good order and discipline.

If a child is behaving in a manner that is a risk to themselves or others then staff may use "reasonable force" as outlined below.

The term 'reasonable force' covers the broad range of actions used by most staff at some point that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

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

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.

- Restrain a pupil at risk of harming themselves through physical outbursts.

Deciding to Suspend or Exclude a Pupil

The decision to suspend or exclude a pupil can only be taken by a Headteacher or, if he/she is absent, by the most senior teacher. Suspensions can either be for a fixed period of up to 45 days in a school year, but are normally less than 5 school days or permanent.

The Headteacher will be informed by the Department for Education's document, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, when taking the decision to exclude a pupil.

See Appendix A for further information on Exclusion.

Appendix A: Exclusion Guidelines

Principles

- Exclusion should only be used in School as a last resort and in response to serious breaches of school policy on behaviour or of the criminal law.

- It should be clear that to allow a child to remain in School would be seriously detrimental to the education or welfare of that pupil, or to that of others at the school.

- All reasonable steps should have been taken to avoid the exclusion of a child and the steps set out in the Behaviour Policy should, in normal circumstances, have been implemented.

- A Headteacher can permanently exclude a child for a first offence, for example involving violence, but only after taking time to consider the incident in question - not in the heat of the moment. A Headteacher can also permanently exclude a child for an accumulation of behaviour if the impact on the welfare of others is sufficient.

- Exclusion should not be used for minor incidents.

- Children with Statements of Special Educational Needs and children looked after by the Local Authority should have particular care paid to whether their needs are being met before exclusion is considered for behaviour.

The Headteacher should:

- Consider all the facts and firm evidence to support the allegations made.

- Check whether the incident appeared to be provoked, by, for example, racial or sexual harassment.

- Allow the pupil to give his/her version of the events where possible and practicable.

- Take into account the school's policy of equal opportunities.

- Consider whether other agencies need to be consulted.

Once a decision has been made to exclude a pupil:

- An exclusion should normally begin on the next school day.

- There is no requirement for the Headteacher to consult the pupil's parents/carers before making the exclusion but once the decision has been made they must be notified immediately, ideally by telephone.

- A letter should follow up the telephone call on the next school day, or the same day if possible.

Who must be informed?

The Headteacher must inform the Governing Body and the LEA immediately of:

All permanent exclusions.
All exclusions which result, separately or in total, in the pupil missing more than fifteen school days in any one term.
Any exclusion that denies the pupil the opportunity to take a public examination.

The responsibilities of the Governing Body

The Governing Body will appoint three of its members to form the Pupil Discipline Committee.

The role of the Discipline Committee is:

- To review the use of exclusion in the school.

- To consider the views of the parent/carer of the excluded pupil.

- To decide whether or not to confirm exclusions of more than fifteen days in any one term.

- To decide whether or not to confirm exclusions that deny the pupil the opportunity to take a public examination.

No governor serving on the panel should have any connection with a pupil or the incident that could affect the impartiality of the hearing.

Timescales

Once the Clerk to the Discipline Committee has received notification from the Headteacher of exclusion, he/she should adhere to the following time-scales:

For an exclusion of between 6 and 15 school days in a term- set up a meeting between the 6th and 15th school days to consider the exclusion.
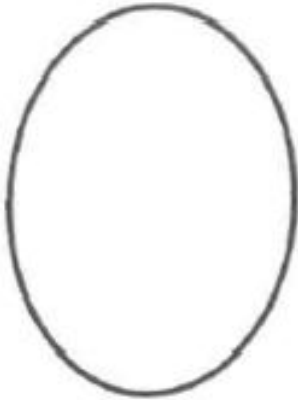
For an exclusion of more than 15 school days - set up a meeting between the 6th and 15th school days to consider the exclusion.

Appendix B: Pupil reflection sheet

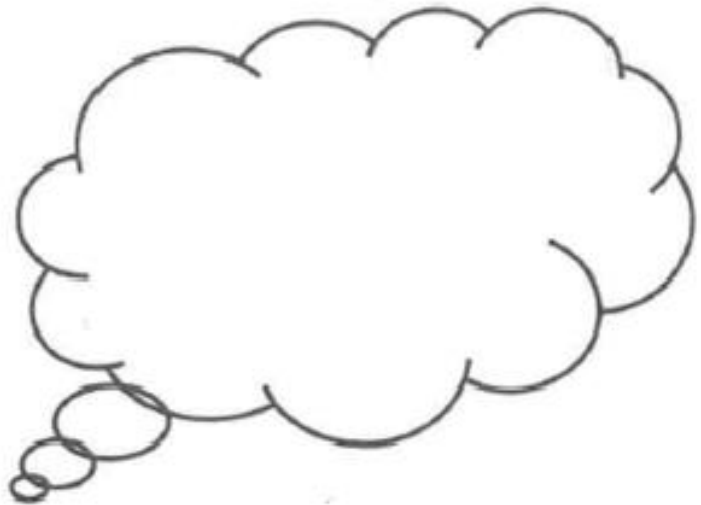Fenstanton and Hilton
Primary School

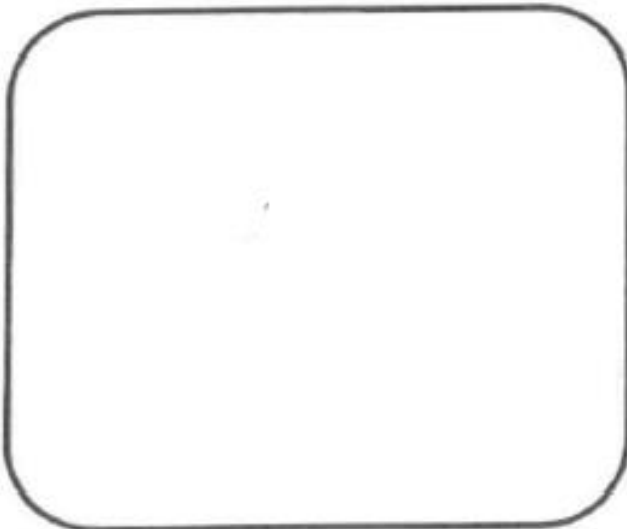## Pupil reflection sheet

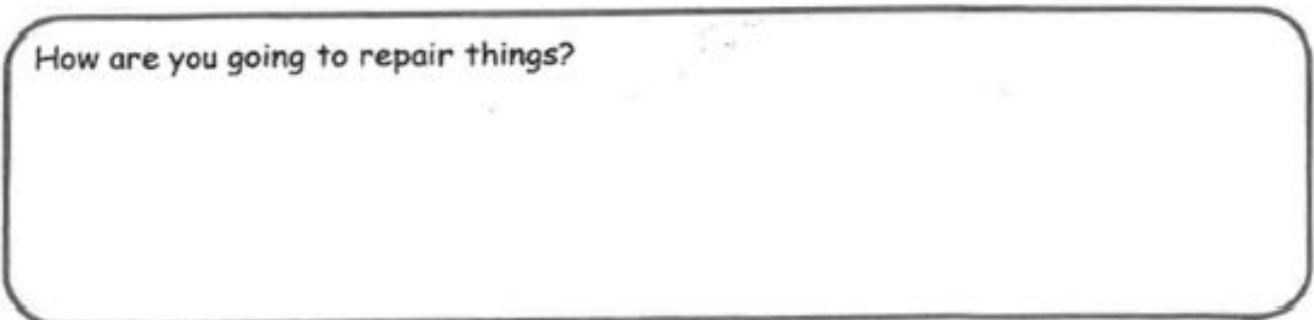How were you feeling?

What were you thinking?
What did you want?

What choice did you make?

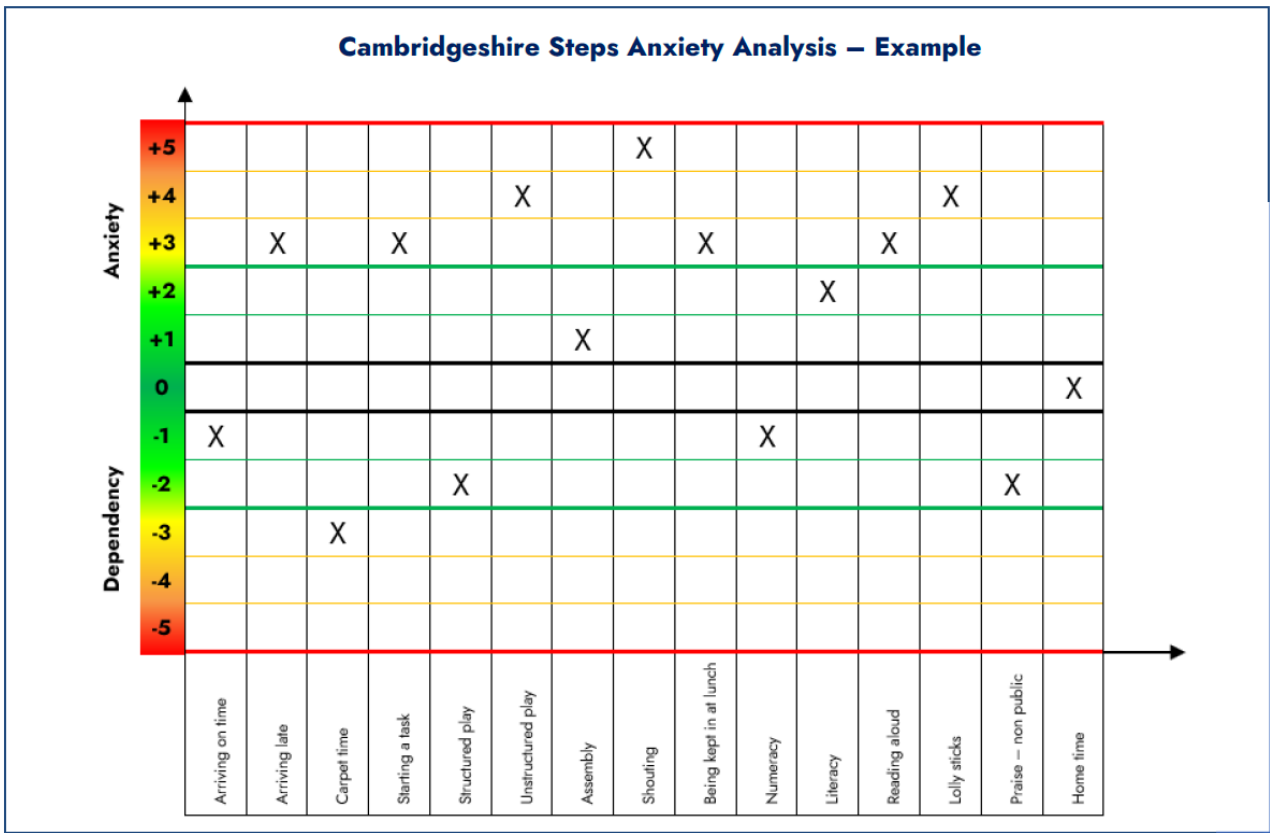Who or what got hurt?

How are you going to repair things?

Completed by:

Appendix C: Cambridgeshire Therapeutic Thinking documents.

Cambridgeshire Steps Anxiety Analysis – Example

	Arriving on time	Arriving late	Carpet time	Starting a task	Structured play	Unstructured play	Assembly	Shouting	Being kept in at lunch	Numeracy	Literacy	Reading aloud	Lolly sticks	Praise – non public	Home time
+5								X							
+4						X							X		
+3		X		X					X			X			
+2											X				
+1							X								
0															X
-1	X								X						
-2					X									X	
-3			X												
-4															
-5															

Anxiety (vertical axis, +1 to +5) / *Dependency* (vertical axis, -1 to -5)

Cambridgeshire Steps Anxiety Analysis – Example

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time **Predict it**	Evidence of Action **Prevent it**
Raised Anxiety	+3 - +5	**These areas overwhelm the pupil** 1. Arriving late 2. Starting a task 3. Unstructured play / being kept in at lunch 4. Shouting (loud noises) 5. Reading aloud / lolly sticks (public focus)	**Planned differentiation required to reduce anxiety** 1. Meet and greet at reception (10 minute settling activity before entering class with allocated class LSA, either Connect 4 or top trumps) 2. Sentence stems, word bank and chunked tasks provided for all topics 3. He will always be allowed access to the outside; times may be differentiated as a consequence. He needs 1:1 supervision at all playtimes 4. Offer re-assurance not criticism 5. X's lolly stick will not be in the pot. X is aware of this. **Never ask him to read aloud.**
	+2	**These areas run the risk of overwhelming the pupil** 1. Literacy	**Monitoring needed** 1. Regular check ins – At least every 10 mins during a lesson from class teacher. All staff celebrate small achievements e.g. capital letters, underlining headings, completing single or chunks of tasks
	0		
Increased dependency	-2	**These areas run the risk of developing over reliance** 1. Structured play 2. Praise, non-public	**Monitoring needed** 1. After 20 minutes of support, staff disengage for 5 minutes. Give verbal feedback at the end of lunch – not publicly 2. Feedback is needed but never publicly. Tell them the behaviour you observed and how it made you feel
	-3 - -5	**These areas have developed an over reliance** 1. Carpet time	**Differentiation needed to reduce this over reliance** 1. He should never be removed from the carpet as a punishment. He should have his carpet spot moved daily to ensure he does not get dependent on a fixed location

Cambridgeshire Steps Roots and Fruits – Guidance

Anti-social/difficult/dangerous behaviours (No. 1)

The behaviour logged on your systems can populate this box e.g., Sims, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

- Running inside the school building
- Refusing to start a task in literacy
- Calling out when the teacher is talking
- Throwing pencils in class
- Putting equipment in their mouth

- Pushing over chairs
- Kicking staff
- Going under the table
- Using racially abusive language
- Intimidating younger pupils
- Hiding in the toilet block
- Climbing the outside of the building

Avoid broad undefined terminology such as 'disruptive, hurting, defiance, bullying'.

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan.

Pro-social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on three to five key behaviours that you want to facilitate and achieve.

- Walking while inside the school building
- Starting a task independently
- Putting their hand up to answer a question
- Using only the specified equipment

- Staying at their workstation for 10 mins
- Coming in off the playground when asked
- Participating in an adult-led game with peers
- Asking staff to help with a task

This section should populate the pro-social behaviour section of the risk reduction plan

Roots and fruits should be a working document; once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Anti-social/negative feelings (No. 2)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feelings rather than just the obvious ones e.g., anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

• Helpless	• Isolated	• Hungry
• Anxious	• Controlled	• Pain
• Blamed	• Forced	• Confusion
• Shamed	• Worried	• Embattled
• Uninspired	• Bored	• Worthless
• Disliked	• Irrelevant	• Embarrassed
• Rejected		

Pro-social positive feelings (No. 5)

This section identifies how the CYP would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below in No. 6 should consider the feelings we want to achieve for the CYP and ensures we do not make an assumption based on how it would make us feel. Each person will feel differently about an experience so this section should be based on how it would make this specific CYP feel.

• Happy	• Safe	• Needed
• Calm	• Included	• Understood
• Liked	• Valued	• Respected
• Involved	• Inspired	• Motivated

If you begin by identifying a feeling, e.g., 'safe', you will then need to think about what experiences you can provide so the CYP feels safe.

Anti-social/negative experiences (No. 3)

Past and current experiences in each of the following areas should be identified and explored:

- School
- The child and their health/wellbeing
- Their family
- Their community

DfE mental health and behaviour in schools document page 14-15 risk factors should be considered when completing the above.

Anxiety analysis

From completing anxiety analysis, you should be able to identify high anxiety linked to:

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section.

Pro-social/positive experiences (No. 6)

Protective factors are outlined in the *DfE mental health and behaviour in schools document*.

All advice and strategies from external agencies should be included here.

- EHCP recommendations
- Specialist advisory services
- Health professionals
- Outreach services
- Boxall profiling
- Developmental strategies
- School-based interventions

Anxiety analysis and differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiated experiences, staffing etc. you are going to provide in school and include in the risk reduction plan.

Once listed these should populate the top of the risk reduction plan.

Cambridgeshire Steps Risk Reduction Plan

Name:	DOB:	Date:	Review date:

Photo	Risk reduction measures and differentiated measures (to respond to triggers): •

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 CYP..   Date 09/12/2023