Sandhills Community Primary School
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Behaviour Guidelines and Procedures (Statutory)

Reviewing Committee: FGB

Adopted by the Full Governing Body January 2016

Signed …………………………………..……….. Chair of Governing Body

Date:………………………………………………...

Review Date: January 2018

Behaviour Guidelines and Procedures

Our key aims are always Restitution not Retribution, Reconciliation not Revenge.

PROCEDURES

The school's Behaviour Policy inc Anti Bullying Policy deals with all areas of the children's intrinsic development and should be read and adhered to alongside the school's Behaviour Guidelines and procedures, Positive Handling Policy, Safeguarding Policy and Complaints Procedures for both children and adults.

Teaching and Learning

Learning is the central focus of all we do. We strive to create the stimulating environment and the conditions that facilitate every aspect of learning. Routines also give a sense of security and consistency and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines in the classroom and to train the children to observe these routines. This helps to maintain boundaries and support the development of good habits, which will be transferable and support children as they move to other environments and situations.
- We aim to promote positive and appropriate responses, and by good practice prevent many difficulties from occurring. We recognise that well planned, structured learning experiences, offering sufficient challenge with appropriate support, which are experiential, and contextualised to individual interests are crucial elements of good practice.

Establishing Shared Routines for Teaching and Learning

We recognise that establishing and maintaining simple routines is a powerful way of helping our children to create the right conditions for learning.

Here are some of the guidelines we follow for classroom practice:

- We are always in class before the pupils to greet them on their arrival in the morning and after other break times.
- We are ready in the playground to meet the children as they are lining up after playtimes to take them back into class
- We plan learning thoroughly to be stimulating, coherent, well organised and differentiated where appropriate.
- We make sure that every pupil with specific behavioural needs has an IEP and a Behaviour Support Plan/ Risk Assessments that follow the guidelines, covers learning and behaviour and is up-to-date. These targets are agreed and signed by parents/carers and pupils at the beginning of each term.
- Each lesson starts with the learning intention and success criteria of the lesson explained and written on the objective board.
- Each lesson ends with a summary of what has been taught, followed by a self-review and general overview of what has been learned.
- We make sure that the room is tidy and resourced thoughtfully and that all materials and equipment are ready for use.
- We take every opportunity to celebrate small steps of achievement.
- We establish clear expectations for behaviour for learning that are consistent throughout the school.
- We model clear communication and positive interactions between each other and between adults and children.

We have established a system of rewards for all kinds of achievement and positive behaviour. While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move them from extrinsic motivation to intrinsic motivation. We set specific, individualised targets for each pupil to achieve their goals and targets. These are outlined on their behaviour IEPs.

Children are rewarded for things that may include:
- settling into their learning in class in the morning;
- engagement in active learning and positive responses in lessons;
- reflecting the school's values in their attitude to learning and behaviour
- playtimes and going back to class quickly and quietly after playtimes;
- behaviour during lunchtime;
- behaviour in assembly;

Staff can also give extra rewards such as specifically chosen rewards, special certificates, sticker charts, or reward activities/experiences such as visiting another class to show work etc. Positive letters or phone calls home are excellent rewards and greatly appreciated by parents and children as are sending children to see specific staff for example the Head teacher, Admin Officer etc.

Targets are linked to IEP targets, they are cut down into small, achievable steps and reviewed weekly – for behaviour we want to promote such as:
- making real effort with application to learning;
- producing work of a high standard;
- showing care for other pupils and adults
- resisting provocation;
- controlling anger and aggression.

Prevention
We choose preventative strategies to diffuse and de-escalate potential incidents. The structure and routine of our school day supports this. We try to minimise the occurrences of challenging behaviour by:
- establishing positive relationships with pupils
- creating a positive supportive climate in the classroom
- being in the class before the pupils arrive and collecting children from learning sessions taught by other staff 5 minutes before the end of the lesson when goals and learning can be discussed
- having well planned, meaningful lessons differentiated to meet the needs of the pupils
- ensuring equipment or materials needed are available and in working order
- having consistent well-established routines for behaviour
- teaching the children positive strategies to deal with anger and frustration
- having a progressive school curriculum that includes developing conflict resolution, circle time and P4C.
- using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups and to their school community.

Behaviour for Learning
We have a clear positive Behaviour for learning approach agreed by pupils, staff, governors and parents/carers. They are stated positively to promote positive responses.

This is based on the following thinking;

Promoting Positive Relationships
Positive relationships with the pupils are at the heart of our behaviour management. It is our view that the deliberate, skilful cultivation by the staff member of positive relationships with the children is the cornerstone of all successful behaviour management.
Through our interactions with each other, we model positive and respectful relationships for the children. Language and listening skills are key elements in this.

The Recognition and Reward of Achievement
All pupils need to feel that their work or their positive responses to staff and peers are noticed and valued. This helps to motivate them and raise their self-esteem and make acceptable behaviour more likely to be repeated. The appropriate recognition and reward of these are central to our practice. We also make every effort to make the external recognition correspond to an internal sense of achievement in the child.
- All pupils get appropriate commendation, praise and rewards for achievements, especially for achieving in line with their own personal targets in learning and behaviour.
- We have a structured system of rewards, which cover every aspect of the school day. This includes targets related to the IEP for each pupil.

Bullying
Bullying is not acceptable behaviour in our school and will not be tolerated. All the members of the school community, adults and children, have rights and responsibilities towards each other. There are clear complaints procedures set out for both pupils and adults.

Equal Opportunities
We believe in equality of opportunity for all pupils, including those who behave appropriately and we make every effort to ensure this is reflected throughout practice at all times. *(See Equal Opportunities Policy).*

Parental Involvement
The school endeavours to develop good relationships with parents and carers. Home-School diaries are also extremely valuable in ensuring daily communication between home and school. IEP targets and Behaviour Support Plans/Risk Assessments are discussed, reviewed and evaluated on a regular basis

DEALING WITH BEHAVIOURS THAT CHALLENGE

General Principles

1. The routines we establish through our Behaviour for learning guide all the activities in the classroom. The code is agreed and displayed prominently. When these two essentials have been set in place we remind the children of them.

2. We try to be as positive as possible and show empathy with the child e.g. *"You did very well this morning. I know it is difficult for you but I know you can start to make this problem smaller "* etc. Positive feedback is given frequently. We remind children of times when they coped well or of good things they have achieved. Or we focus on those who are getting it right and praise them which often has a positive effect on the 'misbehaving' child. Our aim is to catch the pupils who are doing the right thing and celebrate this.

3. We consciously model strategies for dealing thoughtfully with difficulties.

   For instance, when faced with a decision in the classroom the teachers sometimes think out loud *"I'll have to think about your choices, I wonder if having thinking time will help you to make a better choice next time? That action of yours was very serious. We have a rule about safety and I have to make sure that everybody feels safe. On the other hand, you were very kind to X, but Y will need to know that we are going to protect him and take his hurt seriously and we have to show respect for the Rule. What do you think should happen?"* We listen attentively, then say something like *"Okay, we have agreed that you will do 'n' minutes thinking time."*

4. We are alert to good thinking by pupils and compliment it explicitly, *"I like the way you worked that out, that shows you thought about it."*

5. We try to remember to concentrate on the primary issue that is the one that required our response in the first place. We avoid arguments e.g.

Teacher:	*Peter will you please put down the rubber and get on with your work?*
Pupil:	*But he started it.*
Teacher:	*He may well have, now I want you to get on with your work.*
Pupil:	*You never do nothing about him.*

   Teacher ignores the remark, stands calmly there and encourages him to get on with work.

6. We develop Behaviour Support programmes / Risk Assessment for each pupil and review them termly.

7. Consequences are used when other strategies have failed and we give the child adequate notice that their behaviour will lead to a consequence rather than threatening them. This is detailed clearly in our Behaviour Code.

8. We pre-empt a possible negative attitude or response by immersing the child in positivity where this is clearly breaking down.

9. Antiseptic bouncing – where a child is provoking and are causing a negative feeling in the classroom or learning and a possible incident will be pre-empted by the child being given a diversionary task. This may be being asked to take a message to a member of staff.

10. Occasionally we have to employ reactive strategies. Here we are thinking simply of calming or making safe a potentially dangerous situation e.g. breaking up a fight, preventing a child from damaging him/herself or others properly. While making these decisions, we will be making an ongoing dynamic risk assessment of the behaviour and the situation, and considering how best to pre-empt a potential incident and minimise risk. We understand however that staff always revisit incidents and respond to them in line with this policy as soon as possible after the incident has been diffused.

There are a range of strategies we use in dealing with behaviours that challenge.
- We treat children with respect even when they are exhibiting behaviours that challenge.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We avoid talking above background noise
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact, facial gesture and or signals to express approval and disapproval initially.
- We have a quiet word with the pupil who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself ("when you are making a noise or messing about, the others can't hear or learn").
- We use the Team Teach help script in full or in part if appropriate to support a child in crisis.
- If necessary we send for help in good time.
- We sometimes ask that a pupil be withdrawn or given Time out. These strategies are planned for and recorded on the Behaviour Support Plan/Risk Assessment.
- We are prepared to find the best adult and best conditions to resolve the issue, and prepared to change adults where necessary in order to support both the child and adults.
- We allow pupils time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a pupil on their own where possible.
- We discuss problems and difficulties privately as far as possible.
- We follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.
- We accept that sometimes it is appropriate to show controlled anger. We can thus model appropriate anger to the pupils. We do so in a controlled way and avoid blaming. We give an "I" message e.g. *"I feel very angry that you have spoken so unkindly to Scott".*
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate.

Limit Setting
Limit setting is the first intervention when rules or routines are breached. We use it for all low level misbehaviour e.g. interfering with others, cussing, refusal to work, non-compliance, work avoidance strategies etc.

Stage 1 – We remind the child by signal, facial expression or word that they have broken a boundary and re-direct them back to the task. We stop what we are doing, turn to the pupil and let them know what we want *"Lee, could you get on with your work, thank you!"* We use presupposition – we expect the child to do the right thing. We remain calm, we don't raise our voices, we make eye contact with the pupil and let them know by our facial expression that we mean business. If necessary, we move physically close and repeat our request showing firmness, not anger. If the pupil gets back to work we thank and praise them, stay a little while and then move on. We constantly catch those children doing the right thing and praise accordingly.

Stage 2 - Answering back Is often a response to boundary enforcement and may be motivated by a desire to excuse, evade responsibility to deny or avoid the boundary enforcement. However this may not always be the case, adults should be sure that they have fully ascertained the situation before choosing to ignore 'answering back'.

If adults are sure that the boundary enforcement is correct and appropriate they should not respond to 'answering back'. Doing so potentially feeds the escalation of an incident.. We stay calm and insist on our previous instruction. We don't get involved in a discussion. We stay calm and insist firmly on the child getting back on task. When they do we thank them for getting back on task, stay a little while and move on.

Limit setting does not always work but it is the best starting point for dealing with disruption.

When we have tried stages 1 and 2 and see it is not working we move quickly to a new strategy.

Stage 3 – We give a warning *"I have given you the chance to put things right. I am now telling you that if these choices continue there will be consequences."* Allow take up time for child to internalise and respond to instruction.

We have a variety of consequences. We try to make them appropriate to the misbehaviour e.g. *"Well I see you are refusing to do your work. Okay, since the others are working and you are having free time it's only fair that you should do yours during playtime when they are having their free time."*

Sanctions and Consequences
Our system of rewards is balanced by consequences that are accepted as fair and reasonable for the whole community and which are consistently and sensitively put into practice. Consequences are sometimes needed to deal with serious and repeated misbehaviour. In applying them we also give the opportunity to make **reparation** and to set targets for desirable behaviour. They are used after other strategies have been tried and found to be ineffective. We make every effort to ensure that the imposition of consequences is done in a manner that is 'antiseptic' e.g. uncontaminated by our own feelings of hurt and inadequacy or by negative feelings towards the child, and avoid shaming the child, and focuses on behaviour. (See dealing with Behaviours that challenge.)

Consequences may include:
- Not earning team points/class rewards.

- Time-Out – Change position of pupil in the classroom.
- Sent to the Key Stage Co-ord – this may sometimes be necessary to safeguard the learning of others.
- Thinking Time – our version of Time-Out. It takes place at break-time or dinnertime, sometimes with work not completed or appropriate to the misbehaviour. Working through a problem verbally or recording by drawing and or writing supports children in finding resolutions to their problem. A member of staff supports this. Thinking time is given in increments of 1 minute.
- Internal exclusions are used when repeated incidents take place within the classroom over a period of time. The parent or carer will be contacted with regards to this and will be reminded that further refusal will lead to possible exclusion.
- Loss of privileges – it is up to each teacher to establish privileges in the classroom e.g. chosen activities, free time, particular responsibilities, or in some circumstances exclusion from an outing etc.
- Exclusion for a fixed period - we use this extremely rarely. We anticipate difficulties where possible and make a Pastoral Support Programme if a child is excluded twice for fixed terms or is likely to be permanently excluded.
- Permanent Exclusion (see the Exclusions Policy) - We only invoke this when it is clear that we cannot meet the child's needs and he/she has become a danger to him/herself and to others in the school.

Stages of escalation

Behaviour	Response
Anxiety	Need for support
Defensive/increasing aggression	Need for clear limits, boundaries and choices
Loss of control/violence	Possible positive handling/ restraint to reduce risk
Recovery	Need for a co-ordinated 'letting go' process
Learning	Need for a structured therapeutic review and forward planning

Management of Serious Disruptive Behaviour and Aggression
We use many strategies and options to manage these situations. The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the pupil. No strategy or set of strategies guarantees success. However, the following principles inform and govern our management decisions.

- We remain **objective and calm** in both speech and actions. We recognise that firmness does not require shouting or threats.

- We constantly strive to improve our understanding of the pupils and their behaviour. We know they are often externalising inner conflicts. They do interpersonally what mature people do intrapersonally. They demand the control that they can no longer provide for themselves. We aim to pre-empt physical intervention i.e. restrictive intervention by ensuring the creation of an emotionally containing environment.

- We attempt to see through the behaviour presented by the child to the possible meaning or message being expressed. So we ask ourselves what the behaviour means to help us think and respond appropriately.

- We listen pro-actively and respond quietly to the pupil. We do not overwhelm the child with loud and insistent directives.

- We avoid looking for an immediate solution unless the situation is dangerous when we adopt a reactive strategy. If appropriate we tell the pupil that we will deal with the issues later and we re-direct them back to work. While making this decision we will be making an ongoing dynamic risk assessment of the behaviour and the situation, and considering how best to pre-empt the escalation of an incident and minimise risk.

- At all times, on responding to behaviour, we aim to analyse, not personalise. This way we stay flexible for as long as possible and avoid escalating the confrontation, we use help script for colleagues and clear communication to support each other in this.

- We try to maintain positive attitudes that are constructive. We remind the child of previous good behaviour or similar situations that they dealt with well, progress they have made and how they made it.

- We always remind the pupil of options and consequences. We do not issue directives or threats that are unachievable.

- We are very aware that often the natural biological response to acts of violence is to get angry at the aggressor. However, we recognise that it is not the rational or most effective response. We school ourselves to resist the biological response.

- We use a range of diversionary strategies. The more unusual are likely to be the most effective. Humour is a powerful tool when used sensitively, to pre-empt a crisis.

- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression and is a strategy we often use.

- It is sometimes necessary to remove the child from the situation. We try to do this in a neutral way, that is uncontaminated by negative or hostile feelings. Our message is 'we care about you enough to not let you be out of control or hurt anybody.

- We always promote physical safety and do everything possible to prevent physical injury to everyone.

Positive Handling

See Sandhills Positive Handling Policy and Safeguarding Policy

'Guidance on the use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' Issued by the Department for Education and Skills and the Department of Health, July 2002.

The Governing Body implemented this policy in January 2016

It will be reviewed in January 2018