

Policy

Bradfield CE Primary School

Behaviour Policy



At Bradfield we are

LEARNING TO LIVE, inspired by Christ.

With Jesus as our model, we are LEARNING TO LIVE with COURAGE, COMPASSION, RESILIENCE and JOY.

(I have set an example for you, so that you will do just what I have done for you. John 13:15)

Policy Name	Behaviour
Brief Description:	This document provides an overview of how behaviour is managed in school
Status: Statutory/non-statutory	Statutory Policy
Other related policies and procedures:	SEN Policy Antibullying Policy Reasonable Force and Safe Handling Child Protection and Safeguarding
Approval level: HT/Governors/FGB	FGB
Approved by the Governing Board on:	24.9.2020
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Signed:	
Position:	
Date of Signature:	

This behaviour policy is for the majority of children in our school. In addition, some children may require a Therapeutic Plan to formalise strategies that differentiate from policy.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

EYFS September 2014

Children and young people value themselves, their families, and other relationships, the wider groups to which they belong, the diversity in society and the environment in which they live.

National Curriculum 2014

Our policy is underpinned by the principles of Therapeutic Thinking – this is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

Aims of this Policy and the Therapeutic Approach at Bradfield Primary School

- To promote the inseparable link between teaching, learning and behaviour
- To improve staff confidence and safety
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To reduce and eliminate exclusions
- To support consistency within services in West Berks

A Therapeutic View;

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

Negative experiences create negative feelings.

Negative feelings create negative behaviours.

Definitions

The Dynamic

Everyone affected by an individual or institution.

The relationships people have with each other and the study of how these relationships can change.

The way in which people react to each other in a particular situation.

The interactions of people when they are grouped with others through either choice or circumstance.

Prosocial Behaviour

Relating to behaviour which is positive, helpful, and intended to promote social acceptance

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Behaviour which benefits other people or society. Arguably prosocial behaviour is simply the absence of...

Antisocial behaviour.

Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Unsocial behaviour

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

NB: Many schools and staff members group unsocial behaviour with antisocial behaviour.

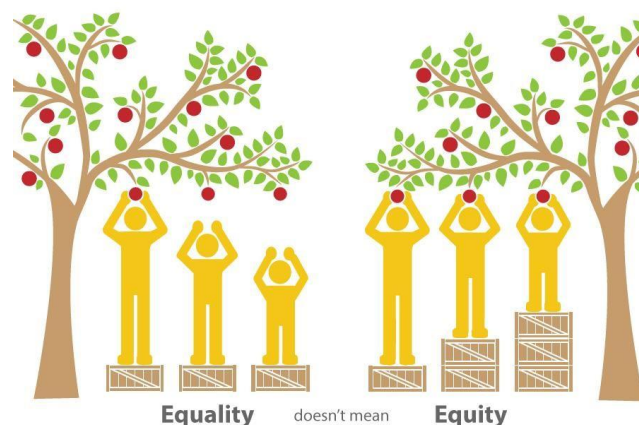
The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

Policy Principles

Planning and managing children's behaviour creates a link between children's mental health and behaviour. (Refer to DfE publication Mental Health and Behaviour in Schools).

Equity vs Equality



Equality is treating everybody the same. Equity is giving everyone what they need to achieve success.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

We accept equity as a principle when it comes to eyesight or physical needs i.e. we accept that the wearing of glasses should be based on need - those who do not need glasses do not wear them.

Schools should be about advocating for each child to receive what they need in order to enable them to become as equal as is possible. Good equity results in equality.

Teaching Behaviour

- Relationships (invest at the start – children should want to do something because of the quality of their relationship with the staff)
- Role modelling (this is essential – we have to show children how to ‘play nicely’ (for eg) **by playing with them**)
- Consistency (equity not equality)
- Educating children on the impact of antisocial behaviours on themselves and others.
- Routines
- Prioritising prosocial behaviour (needs to be really valued in every child – thanking them and showing appreciation)
- Planning alternatives to antisocial behaviour Reward and positive reinforcement (should be given freely and unexpectedly, don’t confuse for **bribery**)
- Feedback and recognition (give feedback when something has not been asked for – don’t ‘celebrate’ the things that are expected.)
- Comfort and forgiveness (understanding and know that we will act differently tomorrow)

Internal vs external discipline

Our aim is for our children to behave in a prosocial way even when there is no reward or public recognition for doing so. They behave well because they know it is the right thing to do, they have developed internal discipline.

We gradually replace external discipline, using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

We have no public methods of tracking behaviour that risk creating negative feelings – children cannot publicly see the judgement of staff and we have adopted more private levels of praise.

Predominantly children expect feedback and verbal recognition or support, visual reminders such as stickers/certificates are private, usually stuck into children’s workbooks and not given publicly for children to compare. Children will continue to be sent to show their work to members of the SLT when the teacher considers that it represents excellent effort for that child.

Types of Behaviour;

Prosocial

Relating to behaviour which is positive, helpful, and intended to promote social acceptance.

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Behaviour which benefits other people or society.

Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Examples;

The best examples are behaviours which demonstrate Bradford Golden Rules

1. We listen;
2. We work hard;
3. We are gentle;
4. We are kind and helpful;
5. We are honest;
6. We look after school property;

Unsocial Behaviour (referred to as 'Difficult')

- Not enjoying or making an effort to behave sociably in the company of others, but this is not to the detriment of others.
- Not doing as instructed, but not to the detriment of others.
- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class are doing (eg reading/drawing on whiteboard etc)
- Rocking on their chair
- Calling out/talking to a friend (only on occasion not continual)
- Not listening to instructions
- Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that the child is bored or impatient. The lesson could be too easy or too slow or too hard – please ensure all these things are considered alongside your actions.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes by definition, Antisocial.

Antisocial Behaviour

Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Difficult Antisocial Behaviours

Aggressive shouting/calling out disruptively, continued interruptions

Swearing, answering back, mimicking

Name calling

Lying

Refusal to carry out an adult's request

Distracting and/or disrupting others' learning by continued talking to others, shouting, banging, making noises

Throwing small equipment, damage to property/pushing over furniture

Leaving the classroom without permission

Stealing

Dangerous Antisocial Behaviours

Leaving the school building, leaving the premises

Spitting (directly at another)

Pushing aggressively

Physical violence towards children or adults

Throwing furniture

Physical or verbal bullying (see Bullying Policy for definition)

Please be aware, all of these behaviours could be a sign of needing help or attention and the child may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

As above, the lesson could be too easy or too slow or too hard – please ensure all these things are considered alongside your actions.

The function of behaviour

All behaviour has a function. Function is what the behaviour is communicating. One behaviour may have more than one function.

- Sensory (meeting a known or unknown need)
- Escape or avoidance
- Attention (interaction or reaction)
- Tangible (to obtain something or someone)

Sensory

- Provides input to one or more of the senses
- Behaviour likely to happen in different situations, even if there is minimal interaction and engagement on offer

Escape or Avoidance

- The demand may be verbal, physical, or related to proximity or environment
- Escape: When already in the situation and the behaviour is communicating escape

- Avoidance: Behaviour happens when being asked to do something and behaviour functions as a way of avoiding the situation or demand

Attention

- Can be verbal, physical, social or related to proximity
- Can be positive or negative attention

Tangible

- Behaviour occurs as a way of gaining access to an item or activity

Our response to behaviour

The response of adults to different types of behaviour is critically important.

Behaviour is a form of communication, when we respond we need to consider WHY a child is behaving in a particular way, what is he/she feeling in order to act like this?

Our role is to provide therapeutic responses which prioritise prosocial feelings. The response of staff should always bear in mind how will this make the child feel? That is not to say that we ignore difficult or dangerous behaviours rather that we consider before acting.

As the adults we should consider:

- Is the behaviour out of character?
- What external stimulus may have caused this behaviour?
- How best can the behaviour be managed positively?
- What impact is this having on the learning or safety of others?

Our responses can be split into what we do IMMEDIATELY and what we do SUBSEQUENTLY The table below outlines the immediate actions and language to be used in different situations.

Bradfield Primary School Immediate Responses to Behaviours

Prosocial Behaviours

Children should expect and be provided with, feedback on their prosocial behaviour and should be used to having prosocial behaviour recognised. Such acts as picking up litter, holding a door open, being polite etc are not taken for granted but also not overly celebrated/rewarded – a thank you and appreciation but not a sticker/certificate.

When children feel safe, liked, replete, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

We should create a calm and well-ordered environment for teaching and learning and foster a pride in it.

Lessons are well-planned and children are motivated and keen to learn – no learning time is wasted.

We value the prosocial behaviours described as our Golden Rules;

Being gentle

Being kind and helpful

Working hard

Looking after property

Listening

Being honest

Positive Reinforcement Ideas;

- Non-verbal examples are good for not interrupting the learning eg Thumbs up, point to your own smile to emphasise that you are smiling at them!
- Words of encouragement – be specific and tell them what you are praising them for! (Praise for specific, small prosocial behaviours increases the chance of others following) ‘I have noticed that’
- Stickers – can be given for encouragement, privately
- Peers encouraging each other
- House Points/gems
- Inform parents – verbally at pick up time, phone call, post-cards and notes home
- Send to another teacher in the team or their previous teacher
- Send to Assistant Headteacher
- Send to Headteacher

Unsocial behaviour
No significant impact on learning of others.

Positive Phrasing
(Can include distracting/re-directing)

Limited Choice

Disempowering the Behaviour and/or De-escalation

Protective or Educational Consequence

<p>Leaving desk/seat/carpet without permission.</p>	<p>'Stay seated in your chair... (name).'</p> <p>'Who else can I see sitting well at their desk?'</p> <p>'I can see you may not be comfortable there but stay seated until we have finished.'</p>	<p>'Are you going to sit on your own or with the group?' (repeat). 'Would you like to sit on the chair at this desk or that desk?' (repeat)</p> <p>'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)</p>	<p>'You can listen to the instructions/story from there.'</p>	<p>'We will check you understand how to.... before you go out to break.'</p>
<p>Refusing to complete the work set</p>	<p>'I know you want to do first I need you to, then you can</p> <p>'Can you tell me..../show me?'</p>	<p>'I can see you are not ready to do Maths now, so we can do or and come back to Maths when you are ready.'</p> <p>'Let's see if we can do this in the book corner?'</p> <p>'I wonder if we will be faster at the table or book corner?' (repeat)</p> <p>'Are you starting your work with the words or a picture?' (repeat)</p> <p>'You can work with a friend or on your own.' (repeat)</p>	<p>'You can choose to finish it later.'</p>	<p>Rehearsing and practising</p> <p>Completing tasks</p> <p><i>Differentiated curriculum – possibly practical and creative activities to encourage engagement in class</i></p>
<p>Refusing to get changed for PE.</p>	<p>'I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe.'</p>	<p>'Are you going to change all your kit or just shoes and socks.' (repeat)'</p> <p>'You can choose to get changed here or in the cloakroom/other classroom.' (repeat)</p>	<p>Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing).</p> <p><i>There may be a safeguarding or body conscious issue here so you do need to check this – there could be a previously</i></p>	

			<i>arranged place agreed for private changing if necessary</i>	
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat).			Before break, we will talk about the bits you find difficult in PE
Not listening to/ following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.' 'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'		'You can choose to have another go later.'	'We will check you understand how to.... Before you go out to break.'
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc ')	'I can see you are choosing to read/draw now rather than join in. If you do this..... first, then you can draw/read after that.'	You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing.....?'	'We can check you understand what to do before you go out to break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely before breaktime'
Calling out/talking to a friend (first occasion)	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see you are not choosing to listen at the			We can check you understand what to do before you go out to break.'

	moment, would you like me to explain again after the lesson'			
Playing/fiddling with equipment <i>(Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)</i>	'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.' 'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me.' (repeat)		
Not sitting 'appropriately' for learning <i>(Some children may find it very difficult to sit still and crosslegged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and offer this on occasion eg storytime) '</i>	You need to sit up to your desk for this lesson because..... (eg it will help your presentation/ show me that you have understood the instructions), later for storytime you can (eg sit in your favourite way.)'			
Antisocial behaviour Significant impact on learning of others.	Positive Phrasing (Can include distracting/re-directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Continued interruptions Calling/shouting out disruptively	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or?' (repeat).	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.	Conversation regarding others right to learn. Task completion.

	'I can see you know the answer but at the moment it is’s turn to share their thoughts.'			
Answering back/mimicking.	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'	'We can talk about how to use your words positively when you are ready. Would you like to speak to me or.....?' Repeat 'I am sorry that you are feeling like that. We can talk about it after the lesson. Do you want to talk about it in here or in the library, office....?' Repeat	<i>Once – ignore and speak to individual later</i>	'We can talk about the learning before you go out to break.' Discuss different tones of voice, language used.
Swearing, name calling, lying	'I wonder if you are feeling.. angry/cross/worried.' 'I can see you are upset.' 'We can talk when you are ready.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat). 'We will carry on when you are ready.' 'We can talk when you are ready – who would you like to talk to, me or?' (repeat when calm)	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready)	Conversation and discussion of the impact of actions on others. Factual, not judgemental. Agree other ways of showing certain feelings.
Refusal to carry out an adult’s request	'Put the pen on the table.' Repeat 'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen – I am here to help.'	'Walk with me, to the library or the book corner.' (repeat)	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready)	Task completion Rehearse and practice compliance.

Distracting and/or disrupting others' learning by continual talking to others, shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Completing tasks
Leaving the classroom without permission	'I can see that you are not happy at the moment.' 'I wonder if you are feeling worried, cross, sad.'	'Come back into the room when you are ready and we can talk here or with who would you like to talk to, me or?' (repeat). 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult.
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).		Assisting with repairs or planning/costing the repairs.
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (repeat).	'I think someone may have borrowed...., we need it in school for..., please put it back by the end of the day.'	Research the real-world implications of theft.
Dangerous antisocial behaviours. Safety is endangered.	Positive Phrasing (Can include distracting/re-directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Please ensure you know which children have therapeutic plans and be familiar with the scripted responses for these children.				
Leaving the school building Leaving the premises	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.' 'Name, you have left the school premises, so I am	'I can see there is something wrong. Do you want to come inside and talk to Mrs Johnson, Mrs Whitaker, Mrs Lucas/Leese? (give a choice of 2 – whichever most appropriate/available).		Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities.

	going inside to call the police.'	When you come in would you like to go to the carpet or your safe space?' (repeat)		
Aggressive physical behaviour. For example: scratching, kicking, hitting, spitting, fighting, throwing furniture/equipment	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to Mrs Johnson, Mrs Whitaker, Mrs Lucas, Miss Bishop (give a choice of 2 – whichever most appropriate/available). (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).	'Child's name....., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and	Protective Consequences: Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space Exclusion
Post Incident Restoration	It will be necessary for all antisocial behaviour incidents to be followed up with a restorative session once the child is calm.			
	<p><i>(Sensory objects may need to be made available for the child to focus on during the discussion)</i></p> <p>You may begin with a 1-10 scale of how the child is now feeling <i>(they don't need to explain why they have chosen this number)</i></p> <p>Offer opportunities to draw instead of communicating</p> <p>You may want to offer the opportunity to discuss with; 'It is time for a chill and chat.... Shall we go into the office/library etc'</p> <p>Ask restorative questions; 'Tell me what happened when...'</p> <p>'How were you feeling when you....?'</p> <p>'Who has been affected...?'</p> <p>'How can you help to put this right?'</p> <p>'How can we make things better for you when you feel like this?'</p> <p>'So, let's practise what we have learnt so that we can do things better next time.'</p> <p>(You may want to use activities such as Comic Strip conversations/Feelings Cards)</p>			

Longer Term actions to consider following Unsocial or Antisocial behaviours

Consider the frequency of behaviours. If they are recurring or escalating over time try to decide the reasons behind them Generally they fall into the following categories.

The majority can be managed positively through adjustments to classroom practice.

Category	Possible reasons	Actions to consider
Work avoidance	Anxiety, might get it wrong, haven't understood. Fear of failure. Over reliance on adult support	Make sure all lessons have clear scaffolding. Have a worked example available Praise and reward for effort not completion Have a minimum achievable expectation for completion Children know that the work will be completed eventually.
Attention Needing	Anxiety Need to be kept in mind Need for peer attention Need for control	Introduce warning system for calling out. Think about physical breaks Consider opportunities for attention in a positive way. Regular check-ins with child by an adult. Set class expectations together over whether it is ok to get water, sharpen pencil during input etc.. Consider how and where you can allow some elements of guided control in class. Set targets for calling out for individuals. Consider what you NEED to control and what you can let go..
Disruptive actions or movements	Self soothing Need for control Linked to work avoidance/attention needing	Consider seating plan. Include group work in planning more frequently. Specifically teach group work roles. Consider work partners/buddies. More active learning in each day.
Inappropriate comments	Anxiety Leftover emotions from break/lunch	Class expectations are that tasks are completed either in school or at home. Stick to that.

	<p>Attention needing Disengaged from learning Need for control</p>	<p>Set class expectations of communicating feelings and thoughts. Shelve it, Share it, Shout it Talk to child about how their comments make you and other people feel. Involve parents early on. Remember to make the learning as active and purposeful as you can.</p>
Longer Term actions to consider following Dangerous Antisocial behaviours		
Consider causes of the behaviour, is it new or an escalation of existing behaviours?		
SEN	Refer to SENCo	
SEMH	Refer to SENCo or HT	
Potential safeguarding	Report to DSL or DDSL	

Consequences

Incidents of antisocial or unsocial behaviour should be followed by a consequence. The consequences fall into 2 categories – Educational or Protective.

Protective Consequence – the removal of a freedom to manage harm.

Educational consequence – the learning, rehearsing or teaching so that a freedom can be restored.

Exclusions

In line with statutory guidance the school may choose to exclude a child in response to a serious breach or persistent breaches of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In addition, a short term exclusion may be necessary while the school reformulates any support plans for a child following a serious or persistent breach of the behaviour policy. This short period gives time for reflection and action to ensure that all possible measures are in place to prevent further breaches.

Fixed Short Term Exclusion

- Parents, Headteacher, and LA Officer informed by letter
- Parents may make representations to the SLT
- Upon return to school, child stays on Contract for a minimum of 2 weeks

Fixed Long-Term Exclusion

- LA Officer informed
- SLT meet (parents/child or representative may attend/make representations)
- LA Officer must be invited to attend but may not reinstate
- SLT either reinstate or uphold the exclusion
- Upon return to school or if reinstated, child stays on Contract or PSP for a minimum of 10 weeks

Permanent Exclusion

- LA Officer Informed
- Parents and SLT meet and consider all representations and reports (parents/child may attend)
- SLT either reinstate or uphold exclusion
- Parents notified of right to appeal
- If the appeal is successful and the child is reinstated, they will stay on Contract for a maximum of 20 weeks
- If the appeal is unsuccessful, the child will be removed from school roll

Serious incidents will be treated on an individual basis and the circumstances investigated.

In exceptional circumstances fixed term and permanent exclusions may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Serious deliberate damage to school property