

# ***Positive Behaviour Policy***

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## **Policies that should be references in conjunction with this behaviour policy:**

- Anti-bullying Policy
- Suspension and Permanent Exclusion Policy
- Guidance for the Use of Reasonable Force Policy
- Safeguarding Policy
- Supply teacher Policy
- Class Dojo Policy
- Intimate Care Policy
- SEND Policy

## **Supporting Documents**

Behaviour in Schools, July 2022

DfE Mental Health and behaviour in schools, November 2018

Timson Review of School Exclusion, May 2019

When the Adults Change, Everything Changes by Paul Dix

Running the Room by Tom Bennet

Teaching Walkthrus by Tom Sherringham



*"You can't teach children to behave better by making them feel worse.  
When children feel better, they behave better."  
Pam Leo*

### **1.1 Purpose of this policy**

This therapeutic behaviour policy is designed to be a plan for the majority of children at our school. In addition to this, some children may require a Therapeutic Plan to formalise strategies that differentiate from the policy, including but not limited to children with Special Educational Needs or Disabilities (SEND) and children who fall into groups considered 'at risk' by OFSTED. Others may need a more flexible approach at times of anxiety and change, or in specific circumstances.

Our policy is underpinned by the principles of **Therapeutic Thinking**.

### **1.2 Aims of the policy at Summerlea**

It is a principle of our school that every member of the community feels valued and respected, and each person is treated fairly and well. We are a caring and inclusive community, whose values are built on mutual trust and respect for all. Building relationships is key to us and this policy has been created to reflect the development in practice among schools nationally, and to formalise what we do at Summerlea Community Primary School. It is our intention to create a school environment where everyone feels safe, welcome and able to learn from mistakes.

Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).

As well as our vision and values statements: 'The Key Three' and 'The Summerlea Seven';

#### **The Key Three**

Be Kind  
Be Safe  
Be Ready

#### **The Summerlea Seven**

Honesty  
Equality  
Aspiration  
Respect  
Resilience  
Responsibility  
Trust

(Three R's - within 'HEARRRT')

We have designed this policy to reflect the rights, responsibilities and needs of individuals and groups of pupils;

- We all have the right to feel safe
- We all have the right to work and learn
- We all have the right to be respected
- We all are responsible members of our school community

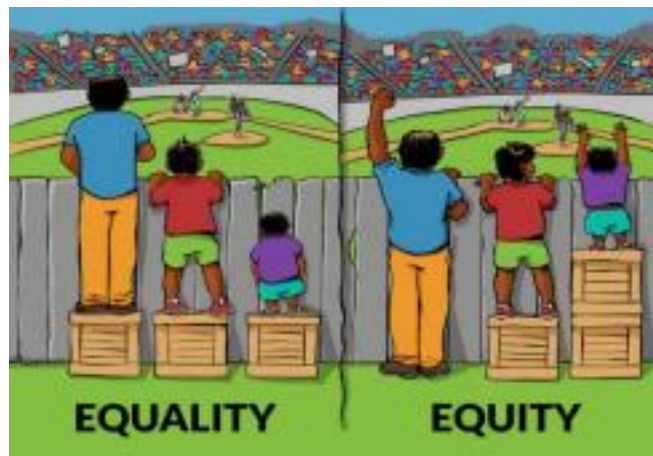
Our approach has an emphasis on consistency, on the teaching of internal discipline, care and control, not punishment. We have high and clear expectations set for all and believe that when children know

the expectations, they flourish best. We strive to use techniques to de-escalate situations before 'crisis' occurs, and when 'crisis' does occur, we adopt techniques to reduce the risk of harm.

*External discipline is controlling behaviour ...Internal discipline is teaching behaviour. To create change we need to understand, not simply suppress, the behaviour.*

*Angela Wadham*

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self discipline and respect for others.



**Equality is treating everybody the same.**

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

**Equity is giving everyone what they need to achieve success.** At Summerlea we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential, regardless of SEND or 'at risk' characteristics, and in line with British Values.

**Equity = Equality**

### **1.3 What is Therapeutic Thinking?**

Therapeutic thinking is an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within a dynamic.

When we use the therapeutic approach;

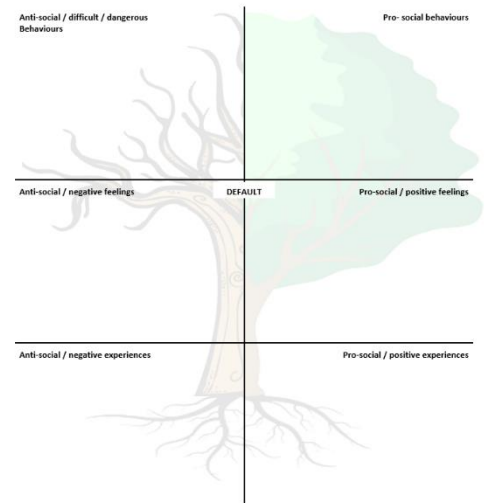
- We analyse rather than moralise about it
- We look for the root causes from feelings and experiences rather than blank behaviourist theory
- We model therapeutic practices with all children and adults in school, and parents or visitors from outside
- Our language is chosen carefully from universal scripts to be outcome and resolution focused, rather than emotive

### Therapeutic Tree

(larger version can be found on the school shared drive)

At Summerlea School we firmly believe that;

**Positive experiences create positive feelings.  
Positive feelings create positive behaviour.**



### Dynamic Definition -

*The dynamic is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community, occasional visitors etc.*

*Every child has a dynamic, every member of staff, every class, every school, simply it means those affected by.*

### 1.4 Types of Behaviour and Definitions

#### **Prosocial:**

- Relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society
- The absence of anti-social behaviour

Prosocial behaviours should be linked with Summerlea's Key Three, The Summerlea Seven Values and Personal Learning and Thinking Skills (PLTS).

#### **Unsocial (sometimes referred to as 'difficult'):**

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

Please be aware, all behaviours listed in this section (see appendix 2), could be a sign of needing help, attention or that children are impatient, or not engaged.

No unsocial behaviour should need support from the Senior Leadership Team (SLT) unless it is persistent and disruptive and therefore becomes Antisocial.

**Anti-social (sometimes referred to as ‘dangerous’):**

- Behaviour that causes harm to an individual, 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

It is important not to group unsocial and 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.

Research has shown, it is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

**Unforeseeable Behaviour:**

- Not covered by policy, never previously experienced, or so historic we believed they would not reoccur

**1.5 Promoting positive behaviour**

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour, using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.
- Adopting a ‘Growth Mindset’ approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated

We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting unsocial/anti-social behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child’s behaviour not just suppress the behaviour.

Supported by Therapeutic Approach tools, staff will identify the underlying influences on behaviour. This exercise helps adults to list a child’s positive and negative experiences in life that may have led to their negative feelings and behaviour.

*“There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they’re falling in.”*

*Desmond Tutu*

### **1.6 How we TEACH behaviour**

- **Relationships** (invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be.)
- **Role modelling** (*this is essential – for e.g. we have to show them how to ‘play nicely’ by playing with them*)
- **Consistency** (*not equality*)
- **Routines** (*but with flexible thinking referring to individual circumstances and quick wins*)
- **Prioritising prosocial behaviour** (*really valued in every child – thanking them, proximal praise*)
- **Planning alternatives to antisocial behaviour**
- **Reward and positive reinforcement** (*should be given freely and unexpectedly, not as a form of bribery*)
- **Feedback and recognition** (*give feedback when something has not been asked for – don’t just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)*)
- **Comfort and forgiveness** (*understanding and know that we will do it differently tomorrow*)
- **Tactical ignoring** (*unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours*)
- **Positive language** (*tell children what you would like to see, not what you don’t e.g. Please walk rather than don’t run*)
- **Restorative Practice** (*follow up the behaviour, it’s impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences*). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

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

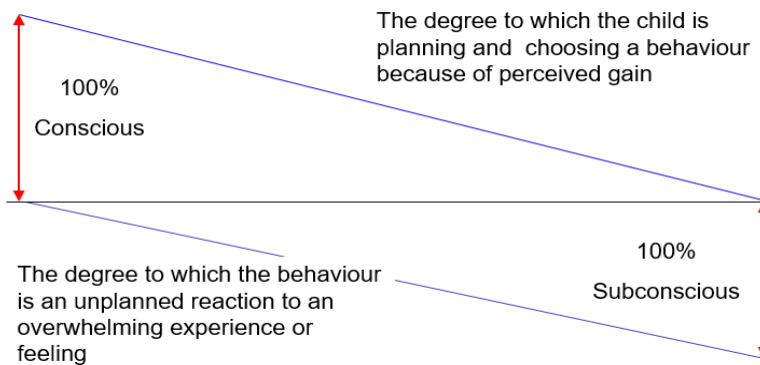
Time is invested at the beginning of the year, and periodically throughout the year, to teach children what successful learning and behaviour looks like.

We have **no public methods of tracking behaviour** that risk creating negative feelings. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given to compare).





## 1.7 Conscious and Subconscious Behaviour



**Subconscious behaviour** - unable to moderate or self-regulate.

**Conscious behaviour** - unwilling to moderate or self-regulate.

Behaviour can be a mixture of both conscious and subconscious.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression.

If we punish conscious behaviours we often create conflict. If we punish subconscious behaviours we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.

If there are recurring behaviours causing concern, trying to understand why the behaviour is occurring can be an effective way to be able to support the child. The class teacher will seek to identify if the behaviour is conscious or subconscious as this will help to identify the most effective support strategies. Once this is understood, a behaviour plan specific to the child will be drawn up, in consultation with the class teacher, Inclusion Team and SLT, and shared with relevant staff and parents/carers. Appendix 3 should be used to support this.

The individual behaviour plan will over-ride the behaviour policy whilst it is felt different strategies are required. Where dangerous behaviour has occurred, a risk assessment will be completed. This will support mitigating future risks and inform the individual behaviour plan.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support plan provided. As far as possible staff will anticipate likely triggers of unsocial and antisocial behaviours and put support in place to prevent these.



### **1.8 Praise, Reward and Celebration (before a crisis)**

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 need to 'catch the children getting it right' through specific praise. This can be done by...

- A smile, or other positive gesture
- Praise from adults and peers (public or private)
- Stickers
- Rewarding of house points or Dojo points - linked to The Key Three, The Summerlea Seven and Personal, Learning and Thinking Skills.
- Showing good work to other classes, teachers, Assistant Head, Deputy Head or Head Teacher, or another key member of staff the child has a special relationship with.
- Good work and achievements being displayed around the school (not just academic)
- Class points for whole class good conduct where pupils work together to earn reward at the end of the term.
- The use of recognition boards to celebrate achievements and success (not just academic)
- Awarding of Personal Learning and Thinking Skills badge
- Reward certificates (Star pupil/ Values certificate)
- Bronze, Silver and Gold book work recognition
- Desk Award
- Parents informed
- Postcards home

**Rewards should never be removed.**

### **1.9 Correcting unsocial and antisocial behaviour** (leading up to and during crisis)

#### **Procedure**

At Summerlea **all** adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

Professional judgement should be used at all times, and staff should pair correction of unsocial or antisocial behaviour with individual plans, where these exist, and with a graduated response when the behaviour might be a result of social, emotional, mental health and/ or other needs/ vulnerabilities.

**When a child is not demonstrating positive behaviour, staff will:**

Stage	Action	Further advice or actions required
<b>1</b>	Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.	All staff should give out at least 3 Dojo points linked to school values each session.
<b>2</b>	Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger.	Reference should be made to the Ordinarily Available Inclusive Practice

		document, and Therapeutic analysis tools where necessary.
<b>3</b>	Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to regain their attention, a look of disapproval)	
<b>4</b>	Give a positive reminder of the class and school rules and values which need to be adhered to.	
<b>5</b>	Give a verbal warning that includes a reminder of consequences, with a reasoned explanation of why the behaviour is not acceptable, linking clearly to Key Three or Summerlea Seven.	5 minutes restorative conversation with class teacher during play or lunchtime. Log behaviour
<b>6</b>	If behaviour persists, the child is moved within the classroom, to a different table to complete the task.	Repeated behaviours will need analysis and support put in place. Refer to appendix Log behaviour
<b>7</b>	If behaviour persists, the child is sent to the other parallel class to complete a given task. The teacher will set a time limit for the child to be out of class.	Lunchtime reflective and restorative conversation with Leadership Team Member & possible consequences Log behaviour
<b>8</b>	If behaviour persists when the child has returned to the class, the child will be sent to a Phase Leader or Middle Leader to complete the given task. The teacher will set a time limit for the child to be out of class.	Log behaviour
<b>9</b>	If behaviour continues, the child will be sent to see a member of the Senior Leadership Team (SLT). A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.	Log behaviour for SLT to add information to.

Refer to appendix 5 for flow chart version of procedure.

If low level unsocial behaviour persists over time, parents will be contacted and informed. Parents will be contacted and informed of any anti-social behaviour that is demonstrated in school.

Staff will not shout at children, unless they are doing so to prevent personal injury in an emergency.

In the event of any unforeseeable behaviour, not listed in appendix 2, staff should remain calm, and notify a member of the Senior Leadership Team or Inclusion Team immediately via their corridor

phone or radio. The Senior Leadership Team will then advise and support, managing the response inline with the risk level presented. Refer to '1.12 Reasonable Use of Force'.

***The use of positive phrasing, limited choice and scripted language is essential. Refer to appendix 2.***

The Headteacher has the power to regulate pupils' behaviour off school premises if this is reasonable. This includes unsocial and antisocial behaviour from pupils on their way to and from school. Although schools can regulate unsocial and antisocial behaviour off school premises, they can only give consequences when a pupil is on the school site or under the supervision of a member of staff, for example, on an educational visit.

**When faced with Difficult Behaviour (during crisis)**

Some behaviours exhibited can be more difficult. We aim to use the following response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

Positive phrasing e.g

- "Stand next to me"
- "Put the toy on the table"
- "Walk beside me"
- "Stay seated in your chair"
- "Switch the computer screen off"

Using "Thank you" at the end, keeps the positive instruction polite.

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 corridor"
- "Are you going to sit on your own or with the group?"
- "Are you going to start your work with the words or a picture?"

Disempowering the behaviour e.g

- "You can listen from there"
- "Come and find me when you come back"
- "Come down to the classroom in your own time"

Use of a De-Escalation Script e.g

- Use the person's name – "David"

Acknowledge their right to their feelings e.g

- "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....."

The use of a regulation space and regulation tools may be used during a crisis.

**Reflect, repair and restore (after a crisis)**

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult.

Appendix 4, will support with this conversation. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. Staff may follow the 'TED' (Tell, Explain, Describe) structure or may ask the child questions to;

- Explore what happened? (tell the story)
- 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 we have learnt so we are able to respond differently next time?

### **Risk assessments**

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk assessment plans. These are overseen by the Senior Leadership Team, Phase Leaders and Inclusion Team, who will ensure that they are reviewed and updated in order to reflect changes and progress. Learners who may need a risk assessment plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Any member of staff who works with a pupil with a risk assessment, will be informed of the plan and necessary training given.

### **1.10 Consequences**

At Summerlea, we have two types of consequences- protective and educational. Where antisocial or dangerous behaviour takes place, a consequence is needed. This can be in two forms:

#### **Protective:**

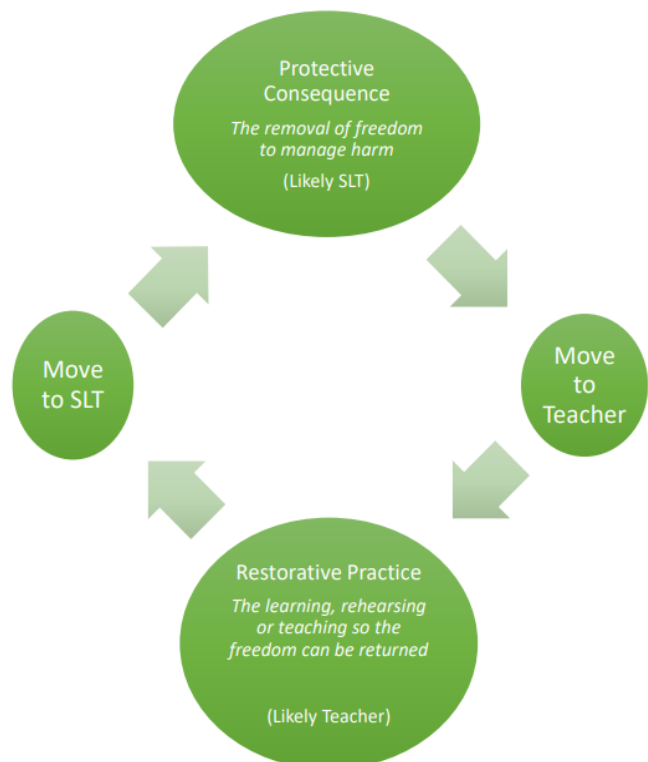
Removal of a freedom to manage harm.

This might be:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Limiting access to offsite trips and experiences
- Being put on 'report'
- Removal of a Personal Learning and Thinking Skills badge
- Suspension or exclusion

#### **Educational:**

The learning, rehearsing or teaching so the freedom can be returned. This needs to be a calm, honest discussion away from any heightened anxiety or emotions.



This might be:

- Completing tasks at a different time than others
- Rehearsing and practicing some thing that has gone wrong in order to make it work better
- Assisting with repairs
- Educational opportunities
- Research
- Conversation and exploration

Consequences are always explained to children as part of a reflective conversation, and children's stage and age are taken into consideration when deciding on the most appropriate consequence.

Consequences aim to be meaningful to the pupil, and allow the continuation of the pupil's education.

At Summerlea we do not use consequences that require pupils to enter school earlier or leave later than normal school day timings.

Any conduct outside of the school premises, including online, that results in a disruption to a calm learning environment or could adversely affect the reputation of the school may result in an in-school consequence.

#### **1.11 Reporting, recording and monitoring**

The class teacher should always be the first member of staff informed of behaviour incidents. If they are not available, or the class teacher feels it necessary to escalate awareness, then a Phase/ Middle Leader is the next to be informed. If the Phase/ Middle Leader feels it is appropriate, the concern may be taken, in this order, to the Assistant Head, Deputy Head, then Headteacher.

Class teachers should take steps to address negative behaviours and support children to demonstrate positive behaviours. They may discuss this with their year group colleagues, phase teams, the Inclusion Team or Senior Leadership Team where appropriate. All discussions are professional and held in confidence.

Staff should not use these discussions to shame the child in any way. Staff will use professional judgement when deciding if the child should or should not be present when describing behaviour incidents. Children should always be given an opportunity to say what happened, using appendix 4 where necessary.

In instances where there is a safeguarding concern, this should be reported directly to the Designated Safeguarding Lead or member of the Safeguarding Team, and nobody else, inline with safeguarding procedures and policy.

Incidents of behaviour should always be recorded using Summerlea's digital reporting systems. CPOMS should be used to log all behaviour incidences including but not limited to: classroom disruption, incidences of negative behaviours, where one child is deliberately unkind to, or harms another child (perceived as deliberate or not), as well as any incidents reported by parents where a child is 'accused' of causing physical or emotional harm.

No behaviour should 'come as a surprise' to parents or carers. Parents and carers should be informed of persistent unsocial behaviour and any antisocial behaviour displayed within school. This is an opportunity for parents and carers to work with school staff.

School staff and parents should never use Class Dojo as a means to discuss behaviour. Please refer to Class Dojo policy if a parent raises a concern.

The following procedure should be followed:

- Behaviour should be dealt with in line with policy as near to the event as possible.
- Behaviour should be reported to class teacher and or other relevant members of staff
- Behaviour should be logged using CPOMS.
- Any relevant staff should be alerted to the behaviour and any consequences or monitoring required.
- Parents should be informed of behaviour and consequences as soon as reasonably possible, preferably the same day.
- Any follow up actions or monitoring to be put in place in a timely manner.

### **1.12 Roles and Responsibilities**

**Everyone is responsible for:**

- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the school.
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: "treat others as we would like to be treated"
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

**The Governors and Headteacher are responsible for:**

- Monitoring and Evaluating the impact of the Policy.

**The SLT are responsible for:**

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.

- Effective monitoring and review of therapeutic behaviours throughout the school.
- Effective monitoring and analysis of behaviour across the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.
- Sharing behaviour incidents with relevant external agencies when appropriate and necessary.
- Carrying out annual pupil voice surveys around behaviour and conduct

**The staff are responsible for:**

- Follow the school's staff code of conduct at all times.
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences
  - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of acceptable and unacceptable behaviour and creating a class charter/code of conduct in line with 'The Key Three' and 'Summerlea Seven' (this needs to be reinforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning and teaching a programme of RE and RSHCE (including Circle Time) to promote pro-social behaviour.
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents on CPOMS on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others.
- Completing ABCC (Antecedents, Behaviour, Consequences, Communication) form to support analysis of behaviour and identify triggers and giving these to the relevant people eg, The Inclusion Team, Phase Leader, SLT etc.
- Supporting colleagues with difficult behaviour, where appropriate, such as asking, 'Do you need help?' and allowing colleague to give direction regarding support.



- Attend training sessions to develop skill level for behaviour management, including completing any induction training.
- Volunteers should follow the staff code of conduct and operate under the guidance of the class teacher to implement policy and report any behaviour incidents or concerns.

**Parents are responsible for:**

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.
- Using the correct channels of communication if raising a question, concern or complaint.
- Reporting incidents to the school, and not approaching other children or families directly.
- Monitoring children's online use and conduct, so the same standards of behaviour are expected online as apply offline and in school.
- Ensuring children do not bring items into school that may cause disruption to learning or a calm environment.

**Pupils are responsible for:**

- Following school rules and living the values, including online.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking pride in their learning, actions and appearance.
- Valuing each other's opinions.
- Turning mobile phones off on site, and giving these to a member of staff to be stored securely during the school day.
- Making sure that behaviour outside of school, including online, keeps the same values as school and everyone is treated with kindness, respect and dignity.
- Completing pupil surveys

**1.13 Suspension and Exclusion**

A suspension is where a child will not be able to attend school for a fixed number of days, as determined by the Headteacher. An exclusion is a permanent exclusion from the school.

We do not wish to suspend any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal consequences and the application of any available support), exclusion is the next option for the school.

**Internal Exclusion-** can be used in a limited way but parents/carers must be informed and a record made of the reason and the length of time used. This may include working independently, while supervised by an identified member of staff.

**Suspension-** away from school. Usually this would be 1 to 3 days (this can be extended up to 5 days).

**Permanent Exclusion-** This would only be the last resort when all other avenues have been explored, or for a serious breach of the school's Behaviour Policy

Only the Headteacher (or acting Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may suspend for one or more fixed periods, for up to 45 days in one school year. When suspending or excluding the Headteacher and governing body must take into account their legal duty of care when sending a child home, and must comply with statutory duties in relation to SEN, which includes having regard to the SEND code of practice.

If the Headteacher makes the decision to suspend or exclude a pupil, they will inform parents immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher will make it clear to parents that they can, if they wish, appeal against the decision to the governing body. The school will inform parents how to make any such appeal.

Further guidance can be found in the 'Suspension and Permanent Exclusion Policy'.

#### **1.14 Use of Touch and Reasonable Force**

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student
- To direct or steer a student
- For activity reasons (for example in drama, physical games)
- Carrying out an action as outlined in our Intimate care Policy.

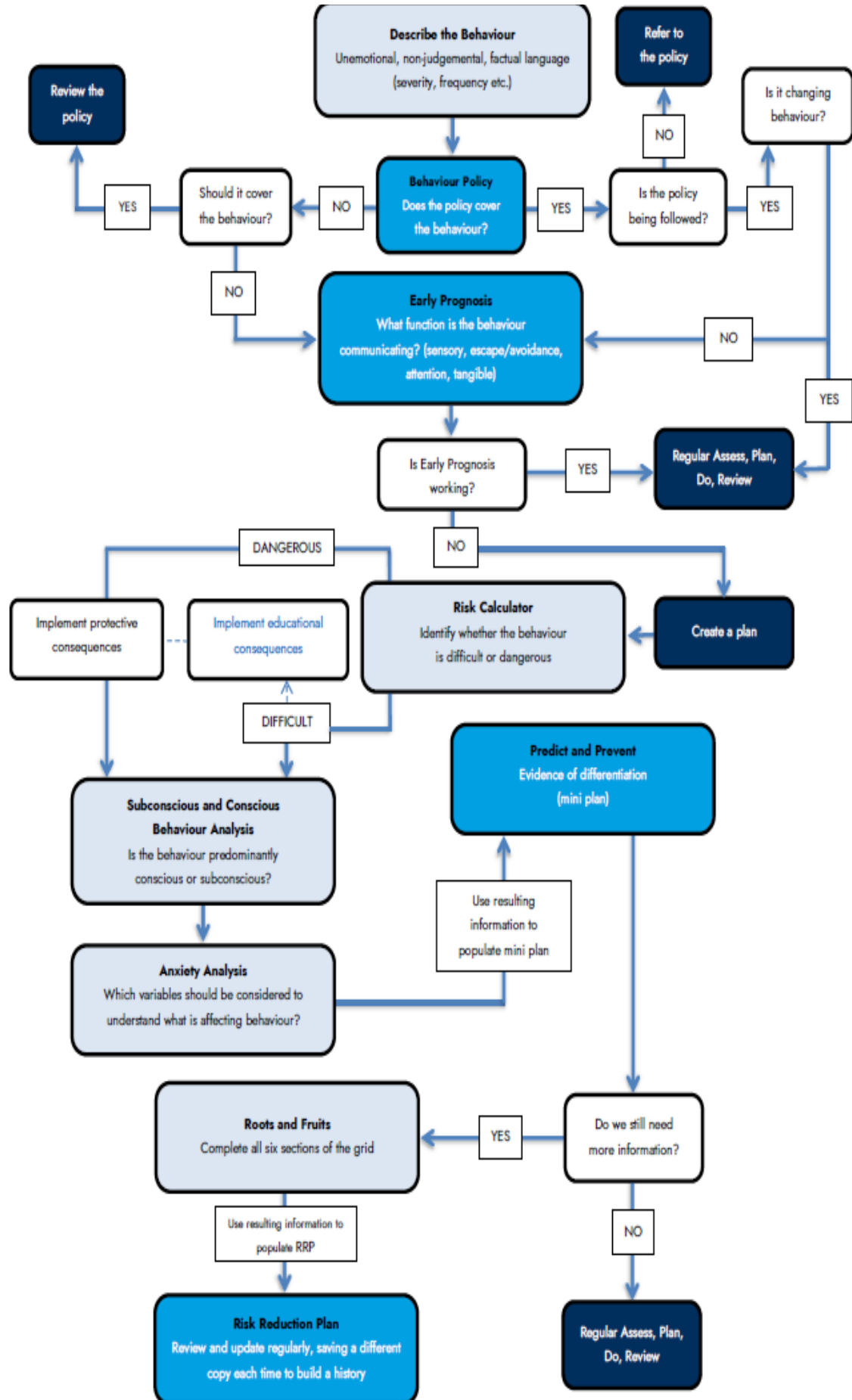
Physical intervention should be in the student's best interest and should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings. Staff must be mindful about appropriate body contact, for example, using a side on hug, rather than front on hug.

In the vast majority of situations, even dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be the last resort and only carried out by trained staff. The use of reasonable force means, 'using no more force than is needed'. However, it may be necessary to enforce restraint techniques if a child/ adult is in immediate danger of injuring themselves or another, or if there is significant damage to property or to prevent an offence being committed. If reasonable force has been used, this will be documented factually and parents and SLT notified, in line with our 'Guidance for the use of Reasonable Force Policy'.

Children will never be touched in any way that may cause:

- A negative impact on the process of breathing
- Pain as a direct result of the technique
- A sense of violation

## Appendix 1 - Therapeutic Thinking Flow Chart





## Appendix 2 - Types of Behaviour and Responses

### Prosocial Behaviours

Children expect feedback on their prosocial behaviour and are 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 certificate.

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

Create a calm and well-ordered environment for teaching and learning and fostering 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 The Summerlea Seven;

- Honesty
- Equality
- Aspiration
- Respect
- Resilience
- Responsibility
- Trust

Positive reinforcement ideas;

- Non-verbal examples, eg. thumbs up, smiling
- Words of encouragement/ praise (privately or publicly) - be specific and tell the child what you are praising them for. (Praise for specific, small pro social behaviours increases the chances of others following.)
- Dojo points linked to Summerlea Seven
- Work achievements on display
- Stickers
- Certificates
- Parents are informed
- Sent to parallel class or previous teacher to show work
- Sent to Assistant Head Teacher to show good work
- Sent to Deputy Headteacher or Headteacher to show excellent work



### Unsocial, Antisocial and Dangerous Antisocial Behaviours

When children feel: overwhelmed, nervous, worried, frustrated, not listened to, confused, criticised, misunderstood, unimportant, insignificant, excluded, scared, unhappy, disrespected, alone, vulnerable and unloved, they are more likely to behave unsocially and antisocially.

These feelings are often linked to Adverse Childhood Experiences. Negative experiences create negative feelings and that negative feelings create negative behaviour.

It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting unsocial/anti-social behaviour and change the circumstances in which the behaviour occurs.

	Positive Phrasing (can include distracting/ redirecting)	Limited Choice	Disempower the Behaviour and/or De-escalation	Protective or Educational Consequence
<b>Unsocial Behaviours</b> <i>If you become frustrated by this and react to exhibited behaviour, you can cause the child to become anti-social - are we expecting them to 'obey'?</i>				
Leaving desk without permission	'Stay seated in your chair... (name).' <br/ 'Who else can I see sitting well at their desk?'	'Are you going to sit <b>on your own or with the group?</b> ' (repeat). 'Would you like to sit on the chair at <b>this desk or that desk?</b> ' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Leaving the carpet without permission	'I am wondering if you may not be comfortable there, but stay seated until we have finished.'	'Would you like to sit in your <b>carpet space</b> /at our desk, <b>or next to me?</b> ' (repeat)	'You can listen to the instructions/story from there.'	'We will check to see if you understand how to.... before you go out to break.'
Refusing to complete work set	'I know you want to do ..... first I need you to ..., then you can...'  'Can you tell me.../ show me....?'	'I am wondering if you are not ready to do Maths now, so we can do ... or .... and come back to Maths when you are ready.'	'You can choose to finish it later.'	Rehearsing and practising  Completing tasks during alternative time, eg. playtime or lunchtime.



		<p>'Let's see if we can do this in the book corner?'</p> <p>'I wonder if we will be faster at the <b>table or book corner?</b> (repeat)</p> <p>'Are you starting your work with the <b>words or a picture?</b> (repeat) 'You can work with a <b>friend or on your own.</b>' (repeat)</p>		<p>Differentiated curriculum – possibly practical and creative activities to encourage engagement in class</p>
<p>Not listening to/ following instructions</p>	<p>'I am wondering if you are not ready to listen at the moment/ I can see you are not listening at the moment, would you like me to explain again after the lesson?'</p> <p>'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'</p> <p>'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'</p>		<p>'You can choose to have another go later.'</p>	<p>'We will check you understand how to.... Before you go out to break.'</p> <p>Completing tasks</p>
<p>Choosing to do another activity other than the one the class are doing</p>	<p>'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.'</p>	<p>'You can choose to do this <b>now or later</b>'. (repeat)</p>	<p>'You can choose to do this later if you would like to when the others are</p>	<p>'We can check you understand what to do before you go out to break.'</p>



Or not joining in group work			doing....?’	Completing tasks
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.’
*Playing/ fiddling with equipment  (Some children may need to do this to listen - if they are not disrupting the class this is ok, and if agreed with the teacher.)	‘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)	Give the child a fidget toy or resource to fiddle with.	Conversation and exploration
*Not sitting ‘appropriately’ for learning  (Some children may need movement breaks or a different style of sitting - try and offer times when they choose their best listening position and offer this at particular occasions.)	‘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 story time you can ..... (eg sit in your favourite way.)’	‘Are you going to sit on your chair, or on the floor?’ (repeat)		Conversation and exploration
Refusal to come in from playground	‘I can see that you have lots of energy today, when you are ready to come into the classroom and learn we will be waiting for you.’	‘Are you going to come in now with the rest of the class, or after 1 more run around the playground?’		Conversation and exploration  Completing tasks  Possible limit to outside space
Walking away from an adult/ walking out of the classroom	“I am wondering if you are not ready to talk to me at the moment.”  “When you are ready we can talk	You can do your work outside the classroom, or inside the classroom.	“We will be here when you are ready to come back.”	Conversation and exploration  Completing tasks





	about ....”	You can speak to me here, or you can speak to me inside.		
<b>Anti-social Behaviours</b> <i>Note the frequency - it is normally this that makes it intolerable - only very frequent and persistent will require SLT intervention.</i>				
Deliberate excluding of others from play/ tasks	‘I am wondering if you are finding it difficult to include everyone in the task/ game.’  ‘Your actions have hurt me/child’s name.’	‘When you are ready to include X, we can continue with the task.’		Conversation and exploration  Possible scaffolded play with an adult  Restricted access to certain games/ people
Continued interruptions	‘I am wondering if you are not ready to learn. When you are ready we can talk about the learning before you go out to break.’  ‘I am wondering if you are finding it difficult to listen at the moment, would you like me to explain again after the lesson?’  ‘I can see you know the answer but at the moment it is .....’s turn to share their thoughts.’  ‘Thank you for waiting your turn to speak, I know that can be difficult.’  ‘XX class, who can remember the	‘We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or .....?’ (repeat).  ‘Would you like to write your answers and thoughts down on a whiteboard, or wait to tell the rest of the class?’ (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 and exploration  Differentiated teaching space/ removal from the classroom (time limited in discussion with phase leader)
Aggressive shouting/ calling out disruptively				
Answering back/ mimicking				



	polite way to ask a question/ say something to the class?’			
Name calling	‘Tell me about how you are feeling.’  ‘I am wondering if you are not happy at the moment.’  ‘I am wondering if you are upset.’  ‘We can talk when you are ready.’  ‘We need to speak kindly to others.’  ‘At Summerlea we speak to each other kindly.’	‘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).  ‘Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.’	Conversation and exploration  Limiting time unsupervised  Limiting freedoms around the school, eg. supervised toilet visits  Suspension (for repeated offences)  Differentiated teaching space/ removal from the classroom (time limited in discussion with phase leader)
Hurtful words, eg telling someone they are bad at something/ cannot join in etc				
Lying				
Swearing (not directed at an individual)				
Refusal to carry out an adult’s request	‘Put the pen on the table.’  ‘I can see you are not ready to do this right now.’  ‘I am wondering if 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)		Rehearsing and Practising  Completing tasks
Distracting and/ or disrupting others’ learning by shouting, banging, making noises	‘I am wondering if 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	Rehearsing and practising  Completing tasks



			will listen.’ (then ignore until they are ready).	Differentiated teaching space/ removal from the classroom (time limited in discussion with phase leader)
Leaving the classroom without permission	‘I am wondering if you are not happy at the moment.’	‘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  Completing tasks  Creation of a ‘safe space’ in the classroom if staying in class is difficult.
Damaging property, including displays	‘I am wondering if you are not happy at the moment.’	‘When you are ready we can talk here or in the library/ office/ classroom.’ (repeat).		Conversation and exploration  Assisting with repairs or planning the repairs, if no repair can be made assisting in repairs/ enhancing the community  Possible limit to resources access  Parental contribution for costs  Suspension
Stealing	‘I am wondering if 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.’		Research the real-world implications



		(repeat).		Limiting freedoms around the school, eg. supervised toilet visits  Suspension or Exclusion
<b>Dangerous Anti-Social Behaviours</b> <i>These will likely need SLT support after following the script.</i>				
Leaving the school building	<p>‘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.’</p> <p>‘Name, you have left the school premises, so I am calling the police.’</p>	<p>‘I can see there is something wrong. Do you want to come inside and talk to Mrs Robins, Mr Bailey, Miss Roberts, Mrs Viney, Mrs Galpin? <i>(give a choice of 2 adults in the school– whichever most appropriate/available).</i></p> <p>‘When you come in would you like to go to the carpet or your safe space?’ (repeat)</p>		<p>Conversation and exploration</p> <p>Possible limit to outside space</p> <p>Escorted in social situations/ breaktimes.</p> <p>Restricted off-site activities</p>
Leaving the premises				
Spitting (directly at another)	<p>‘Your actions have hurt me/child’s name. Use your words and I will listen.’</p> <p><i>Adults may need to facilitate use of ‘words’ to describe emotions for younger children or those with communication needs. Where this is the case, visuals will be used to support.</i></p>	<p>‘I am wondering if there is something wrong. Do you want to come inside and talk to Mrs Robins, Mr Bailey, Miss Roberts, Mrs Viney, Mrs Galpin? <i>(give a choice of 2 adults in the school– whichever most appropriate/available).</i></p>	<p>‘Child’s name..., I can see something has happened.’</p> <p>‘I am here to help.’</p> <p>‘Talk and I will listen.’</p> <p>‘Come with me and ...’</p>	<p>Conversation and exploration</p> <p>Assisting in repairs when damage to equipment has been caused.</p> <p>Protective Consequences: Possible limit to outside space</p>
Hair pulling (deliberate)				
Pushing aggressively				
Scratching (deliberate)				
Pinching				



Hitting (deliberate)		<i>(If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).</i>		<p>Escorted in social situations/breaktimes</p> <p>Restricted off-site activities</p> <p>Differentiated teaching space/ removal from the classroom</p> <p>Suspension or Exclusion</p> <p>No use of equipment, eg scissors when unsupervised</p>
Kicking (deliberate)				
Fighting				
Biting				
Punching				
Throwing furniture or equipment				
Physical or verbal bullying (see anti-bullying policy for definition)				
Homophobic, racist or sexist language				
Completely disregarding adult instructions so the child/children they are with are unsafe.				
Daring a child to do something listed above				
Any other deliberate physical action that causes harm, eg cutting with scissors				
Swearing (at another person)				



<p>Deliberate hurtful actions or words online</p> <p>or</p> <p>conduct offsite while wearing uniform/ being identifiable as a pupil of the school that does not follow the school values and ethos.</p>	<p>“Your actions have hurt XXX. Explain to me what happened and I will listen.”</p>			<p>Conversation and exploration</p> <p>Limiting freedoms such as entering and leaving school unescorted by a parent.</p> <p>Limiting freedoms around the school, eg. supervised toilet visits</p> <p>Differentiated teaching space/ removal from the classroom</p> <p>Suspension or Exclusion</p> <p>Restricted off-site activities</p>
<p>All unsocial, anti-social and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties - see above Prosocial section</p>				
<p><b>Examples of responses;</b></p> <p>‘Name, you have used your safe space, well done.’</p> <p>‘You are making a good effort with your learning.’</p> <p>‘Thank you for telling me how this made you feel.’</p> <p>‘Thank you for being honest with me and telling me the truth.’ ‘I can see that you are upset...your body language is showing me you are cross’ ‘I can understand how that could be upsetting/annoying...’</p>	<p><b>Post incident recovery and debrief measures (Restorative Practice)</b></p> <p>‘It is time for a chill and chat’</p> <p>‘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>‘So, let’s practise what we have learnt so that we can do things better next time.’</p>			

### Appendix 3 – Conscious and Subconscious Checklist

#### Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?



### Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought <b>advice</b> on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we <b>lower</b> their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>support</b> them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>support</b> them to feel less angry/manage their anger? (therapeutic tree)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>provide support/structure</b> so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>support them</b> to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we <b>manage this stimulus?</b> (topic, adult, time, activity, peers, transition, noise etc Anxiety Analysis)

1

What happened? Write or draw what happened

2

What were you thinking about at the time? Write your thoughts in the thinking bubble.

3

What have your thoughts been since the incident? Write them in the thinking bubble.

How did it make you feel?  
Draw your facial expression.

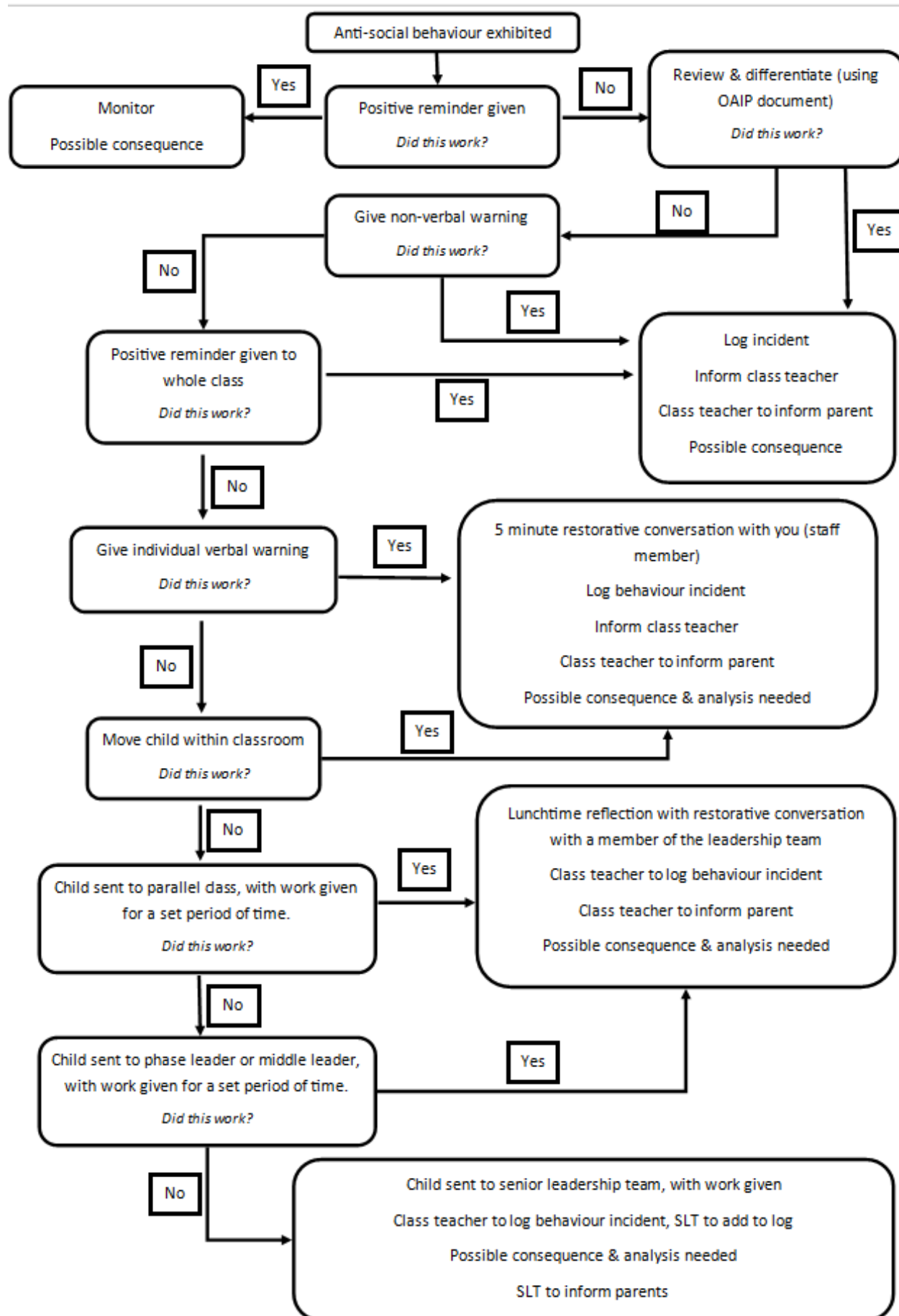
4

Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

What do you need to do now to make things right? Write in the speech bubble.

5

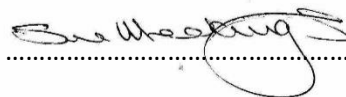
## Appendix 5 - Correcting unsocial and antisocial behaviour—Procedure



This policy was approved by the Governing Body of Summerlea Community Primary School on:

.....12<sup>th</sup> October 2022.....

Signature of Chair of Governors:



Signature of Headteacher:



## Policy Review Form

*Please complete this section when reviewing and updating this document.*

### **Author**

### **Name**

Vicky Galpin

### **Date**

February 2022

### **Reviews**

### **Name**

Vicky Galpin

### **Review Period: Annually**

September 2022

Vicky Galpin

October 2023

### **Information Source**

### **Name**

Behaviour in schools

### **Date**

July 2022

DfE

Searching, Screening and Confiscation

July 2022

DfE

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

July 2022

### **Change Control**

### **Sections Amended**

Addition of supporting document - Behaviour in Schools, July 2022 and Information sources

### **Author & Date**

VG – 27.9.22

Section 1.6, addition of time invested at the beginning of the year to teach behaviour curriculum.

Section 1.7, addition of further guidance around pupils with SEND and graduated approach to anticipate anti-social behaviour triggers.

Section 1.10, addition consequences being meaningful for pupils; consequences not being before or after school; consequences for online or conduct outside of the school premises.

Section 1.12, addition of SLT effective monitoring and analysis across the school; sharing incidents with external agencies when relevant; carrying out annual pupil survey.

Section 1.12, addition of staff following code of conduct at all times; to attend training sessions to develop behaviour management skills; volunteers to follow the staff code of conduct.

Section 1.12, addition of parents monitoring online usage; ensuring items to school that may cause disruption.

Section 1.12, addition of pupils turning mobile phones off on site and handing in; ensuring behaviour outside of school is inline with school values; completing pupil surveys.

Section 1.13, change of children working 'on their own' to 'working independently'; change of the word 'sanctions' to 'consequences'

Section 1.14, addition of 'The use of reasonable force means, 'using no

more force than is needed”;  
techniques used if there is a danger of  
injuring themselves or another and to  
prevent an offence being committed.

Appendix 2, addition of time limited  
into consequences that remove a child  
from class; hurtful words, clarification  
around deliberate and directed  
swearing; update of when suspension  
or exclusion may be used; searching  
will be in line with DfE Searching and  
Confiscation document; deliberate  
hurtful actions and words online or  
when offsite and identifiable as a  
member of the school.

Appendix 5, addition of parents being  
told the same day of children are  
removed from class.

Updated Appendix 1 - Therapeutic  
Thinking Flow Chart

VG – 7.11.22

Appendix 2 - Types of Behaviour and  
Responses change of phrasing ‘I can  
see...’ to name a child’s emotion to ‘I  
wonder if you are...’

Addition of any 2 adults in the school,  
not just the names stated for clarity.

Section 1.8 to include bronze, silver  
and gold book recognition

VG – 9/10/23

Section 1.11 to remove references to  
behaviour log and orange card logs and  
to include use of CPOMS as an online  
reporting tool.