Encourage one another and build each other up

Albury & Puller
Nursery & Primary Schools

Albury and Puller School Behaviour Policy

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Contents:

Mission:

1. At Albury and Puller schools, in a happy and safe environment we strive to unlock the hidden treasures within each child. Our purpose, through a Christian ethos is to empower confident, creative, independent learners to become responsible, caring inspirational members of society. To follow our school mission, 'To encourage one another and build each other up.' 1 Thessalonians, Chapter 5 verse 11.

2. Motivating and nurturing children to be independent confident learners, allowing them to take on the challenges of the future, upholding Christian values within an inspiring and creative environment.

Aims:

At Albury and Puller Primary Schools our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. At Albury and Puller Primary Schools, we have a therapeutic approach to behaviour which is underpinned by Therapeutic Thinking. Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach. We aim for children to develop positive and pro-social behaviours through:

• clear and high expectations

• good role models in both children and adults

• clear and consistent boundaries

• intervention programmes as appropriate

At Albury and Puller Memorial Primary Schools we base our approach on the fact that:

'Equality does not mean giving every child the same….it means giving every child what they need'
Therapeutic Thinking training

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Therapeutic Thinking is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required. Staff are trained in level one 'Therapeutic thinking' training and new staff joining the school will receive this training as soon as it is available to them. We have three members of staff who are accredited Therapeutic Thinking tutors and have delivered the initial training to our staff. Annual refresher training is provided for all staff.

Rationale:

At Albury and Puller Primary Schools, it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. Within our school community, we aim:

- to be welcoming and inclusive;
- to create a firm and consistent approach throughout the school;
- to maintain, encourage and promote positive behaviour, self-discipline and respect;
- to encourage independence and personal confidence;
- to uphold our school values;
- to encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- to support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour and
- to develop pride in the school, in work, in effort as well as achievement.

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;
- providing comfort and forgiveness and
- the school adopting a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes.

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

Right and Responsibilities:

At Albury and Puller our values are demonstrated through each and every member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- building positive relationships with all pupils;
- respecting the dignity of each person; their individuality, their feelings and their role in the school;
- showing respect for each person, and empathy for their feelings;

- explaining changes in routines and expectations to classes and taking responsibility for the overall welfare of pupils;
- teaching strategies used across the curriculum promote working individually, in pairs or groups, support pupils to take part actively in discussion, develop effective decision-making skills and foster a love of learning and independence. This will enable pupils to experience predominantly prosocial feelings, leading to more prosocial behaviour;
- building confidence and self-esteem by valuing each person's successes and achievements;
- building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning;
- communicating effectively, including listening to hear, so that each person feels able to contribute to the school's mission positively and to do the best job they can;
- making reasonable adjustments for individuals and scaffold learning so that all pupils can access the learning for their academic year group;
- building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here;
- being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve;
- children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others;
- The school participates in community and charitable activities throughout the year to develop a sense of citizenship and belonging;
- The Headteacher and SENCo support and empower staff to manage behaviour consistently positively and create a safe, purposeful and engaging learning environment.

A Therapeutic Approach

At Albury and Puller, 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 problematic behaviour and change the circumstances in which the behaviour occurs. In line with our inclusive school ethos, the curriculum is adjusted to meet the needs of every pupil and this may include advice from external professionals. 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 causes of the child's behaviour not just suppress the behaviour. The Therapeutic Thinking 'Roots and Fruits' exercise supports staff in identifying 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. Any child who is permanently displaying certain behaviours should become the focus for an analysis of behaviour by the adults involved and will be led by the headteacher or identified behaviour leads. Through identifying the child's individual needs and triggers a suitable approach to supporting improvement may be found.

Prosocial and antisocial behaviour and feelings

The feelings and behaviours listed are examples: the lists are not exhaustive.

Prosocial feelings			Antisocial feelings		
Comfortable	Brave	Liked	Angry	Hopeless	Judged
Motivated	Curious	Loved	Worried	Scared	Powerless
Safe	Capable	Respected	Sad	Withdrawn	Hopeless
Encouraged	Valued	Involved	Lonely	Depressed	Useless
Able	Secure	Included	Misunderstood	Fearful	Humiliated
Hopeful	Optimistic	Relaxed	Cautious	Panicked	Defiant
Trusting	Determined	Calm Tolerant	Anxious	Naughty	Tearful
Needed	Kind	Inquisitive	Embattled	Hurt	Aggressive
Happy	Absorbed	Playful	Shamed	Ashamed	Excluded
Proud	Enthusiastic	Supported	Blamed	Reluctant	Unsure
Wanted	Understood		Criticised		Frustrated
Prosocial behaviours			**Antisocial behaviours**		
- Completing work to a high standard - Contributing - Sharing/playing with friends - Looking after others - Being helpful - Being friendly and caring towards others - Looking after equipment, tidying up - Dealing with disappointment/being resilient			- Refusal - Reluctance to contribute - Being unkind in words or actions - Violence (verbal/physical) - Bullying - Lying - Destroying/damaging property		

Behaviour curriculum

We believe that the three pillars of primary education are numeracy, literacy and emotional literacy. We have developed our behaviour curriculum to support our children to be as ready for the next stage of their education in terms of their emotional literacy as they are in maths, English and across the curriculum. This is set out in Appendix 1 of this policy.

Zones of regulation®

Every classroom will have a Zones of Regulation® area which will be modelled to children and which they will be encouraged to use regularly.

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone -   used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Staff should take note of where children assess themselves in relation to the zones and check in as needed to ascertain what support the child might need to move to the green zone. Any patterns should be recorded on CPOMs.

Promoting prosocial behaviour

We endeavour to foster intrinsic motivation in pupils i.e. we want children to show prosocial behaviours because they understand the implications, not in order to receive a reward. Adults will use positive phrasing that asks for the behaviour we want to see in our children, e.g. "Walk in the corridor, thank you." "Put the pen on the table, thank you." Children who demonstrate Albury and Puller's Christian values and demonstrate prosocial behaviours consistently are recognised in the following ways:

- praise (publically and privately) – focusing on effort, not outcome;
- nonverbal recognition (e.g. thumbs up);
- sharing work with the class, other adults, including the headteacher;
- through the presentation of merits or values marks;
- through presentation of a certificate or trophy at the end of term for consistently showing the schools Christian vision, "encourage one another and build each other up";
- direct praise to parents/carers at the end of the day;
- sharing work with parents/carers;
- whole school rewards, including in celebration worship.

We endeavour only to use strategies that foster prosocial feelings. No strategies will be used in class or otherwise that can lead to feelings of shame, embarrassment or comparison between children (e.g. traffic light systems).

> **"Every child deserves the best possible start in life and the support that enables them to fulfil their potential." - EYFS September 2014**

Unsocial behaviour

Staff should take care to distinguish between unsocial behaviour (e.g. not wanting to take part, but still able to contribute in other ways) from antisocial behaviour. Unsocial behaviour does not usually have an impact on other people.

Antisocial behaviour

Antisocial behaviour can be sub-categorised into 'difficult' and 'dangerous' behaviour.

Difficult behaviour

Our staff will:

- Seek to understand the route of the difficult behaviour;
- Put in place reasonable adjustments and learning resources to support or challenge pupils in their learning;
- Calmly describe the behaviour they expect to see and expect children to comply;
- Focus on identifying and describing the behaviour, explaining its effect and asking for acceptable behaviour and any necessary remedial action necessary;
- Use 'Reflection Sheets' and social mapping documents to enable children to resolve incidents;
- Where possible, encourage children to reflect and repair using 'I' statements and focusing on how their behaviour impacted others' feelings;
- Ensure behaviour issues are dealt with initially by the member of staff in contact with the child. This information will be shared with the class teacher who has main responsibility for pupils' behaviour over the school day;
- Ensure there is a record of the difficult behaviour on CPOMS, written by the adult who initially dealt with the incident. The class teacher will follow up this log with actions taken;
- Talk to the head and SENCo if difficult behaviour is becoming unmanageable or frequent;
- Be supported by the head and SENCo with strategies to manage pupil behaviour. When all strategies have been implemented, external agencies may be contacted.

We understand that children may not always demonstrate prosocial behaviours. In lessons, low-level disruption should be dealt with quickly and efficiently. This process should be followed consistently by all adults, using strategies such as:

- positive phrasing e.g. "Sit quietly, thank you;"
- maintaining personally effective social emotional competence;
- spotting and praising prosocial behaviour;
- limited choice e.g. "use that pencil or put it down," "work quietly there or move to another table;"
- using non-verbal cues and privately understood signals;
- being persistent, insistent and consistent in their expectations;
- giving take-up time;
- using disempowerment of antisocial behaviours e.g. "you can listen from there;"
- reducing noise/distractions where possible;
- conditional directions e.g. "When you are ready, we will continue;"
- Christian values and expectations reminders;
- partial agreement;
- using bespoke visual cues;
- referring to the Zones of Regulation displays;
- giving pupils chance to talk about what is troubling them

If a child does not respond to this the following guidance is followed:

- ✓ First warning – the child is told what behaviour needs to be demonstrated/is redirected.

- ✓ Discussion – child is taken for a (private) discussion outlining expectations, covering any difficulties or needs and outlining consequences if difficult behaviour continues.
- ✓ Think time – the child moves to the thinking table within the classroom for a set period of time. Here they continue with their work or take an agreed period of time to 'reset' their behaviour.

Each class has a thinking space with access to resources that help a child to regulate including four key questions:

- What happened?
- Why?
- How do I/others feel?
- How can I fix it?

For most children this process will be successful and children will learn to reflect upon their choices and regulate their behaviour.

If a child refuses to leave the classroom/playground/area (despite take-up time) and is becoming extremely disruptive or is aggressive, an adult should send a red 'help needed card' to the school office. The headteacher or SENCo will initially support. If unavailable, another member of teaching staff should assist as required. The behaviour will not be discussed by the staff in front of the child.

The following de-escalation script is followed:

(Child's name) I can see something has happened

I am here to help

Talk and I will listen

Come with me and… (e.g. Come with me to the library)

Thank you

Adults record the facts of the incident on CPOMS and at an appropriate time report the incident. The aim of any intervention is to de-escalate and help all parties regulate their emotions and to return to more prosocial feelings. Once the situation has been made safe the child will be given time away until they calm down. At an appropriate time after the event, the child will be supported to reflect, restore and repair. This should be later the same day or early the next day, when the child is completely calm. Consequences should be timely, fair and reparative. Depending on the age and abilities of the child, strategies may be used to support the child to reflect upon their behaviour. e.g. social mapping /reflection sheet/social stories.

Restorative questions

Restorative questions should be used to discuss, in a non-judgemental manner, the behaviour incident with the child. These include:

- How did you feel?

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected? And how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time? Next time I'm… I will…
- What would you like to happen next?
- How can we make things better for… (you)?
- If everything was going to be alright what would need to happen?
- How can you help put this right?
- How can we make it ok for you to go back to lessons/activities?
- What do you think… might need?

The impact on others should be considered, including, where appropriate, witnesses to difficult behaviours.

Dangerous behaviour

Where behaviour is deemed dangerous to the child themselves or others, much swifter action will be taken. This will usually be taken by the headteacher or SENCo. This may include removing a child from a class/session, removing other children, or – only in extreme circumstances – using agreed Therapeutic Thinking strategies for a safe escort (see Appendix 4).

Suspension/Exclusion

In the case of extremely dangerous behaviour, the head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time and complete learning out of class. In extreme situations, the head teacher may decide that suspension is appropriate using LA and DfE guidance. Any decision made of this nature is never taken lightly. The purpose of suspension or exclusion must be for the school (and other professionals) to put in place additional support to enable the child to be a successful member of the school community on their return. As part of a suspension, parent/carers will receive a letter (with official wording). The child will be invited to attend a reintegration meeting, on return to school, with their parent/carers.

Links with Home

At Albury and Puller Memorial C of E (VA) Primary Schools, we believe in working in partnership with parents/carers. If the class teacher becomes concerned by behaviour, informal contact will be made with the parents. If the concerning behaviour continues, a more formal communication system is established with parents which includes a face to face meeting and regular contact. In more extreme cases, a Pastoral Support Plan (PSP) may be established. This document is reviewed regularly and could be used to support referral to external agencies.

If a parent is concerned at behaviours they are seeing, then the first point of contact is the class teacher and support will be offered as appropriate. Communication between the teacher and parents will be maintained until such time that the parents and / or class teacher feel that the matter is resolved.

Complaints procedures

The school's procedures for dealing with complaints about behaviour are a part of the school's procedures for handling all complaints. (Please also see our school website for our Complaints Policy).

Procedures for Review and Evaluation

The policy review will be led by the headteacher in line with the school monitoring schedule.

Appendix 1: Our behaviour curriculum

Emerging	Developing	Secure
My feelings and emotions		
- Recognise a range of feelings and emotions (prosocial and antisocial) - Be aware of body needs - Value their bodies and capabilities - Take responsibility for themselves - Develop risk management	- Recognise that feelings can affect behaviour - Explain how feelings can impact our behaviour - Have a sense of self worth - Have a range of strategies to manage own feelings - Identify strategies for what to do to feel safe	- Show resilience in the face of adversity - Use mindfulness to reduce stress - Be assertive without aggression - Understand different types of risk, including positive risks - Identify who we can speak to about feelings and emotions - Understand and identify the benefits of experiencing a range of feelings and emotions
Relationships		
- Understand why positive relationships are beneficial - Understand what makes us feel happy and/or sad - Talk about manners	- Identify what makes others feel the way they feel - Understand kindness - Be sensitive to personal boundaries - Know how to make and keep friends	- Discuss healthy and unhealthy relationships - Restore and repair - Respect and responsibility
Community, collaborations and contribution		
Name and describe the school's Christian vision and values	- Understand and respect different types of effective learning behaviours e.g. levels of talking voice, how to move around the school - Name and show understanding of rights and responsibilities	- Explain why different rules are needed in different situations and how to contribute to these - Show understanding of human rights and the law - Be part of a community and/or different groups - Resolve conflict

Appendix 2: Useful behaviour management strategies

Routines Very clear systems help to minimise disruption. Consider how children line up, where they sit, who gives out and collects in equipment, how children move around the school, how they change for PE, what happens at home time, how they use the cloakroom/toilets etc.
Presence Put yourself in a position where you can see what is going on and scan for children who are off-task. Re direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.
Specific praise Avoid empty, vague terms such as "good boy," "good girl," and "well done." Instead, be very specific: "Thank you for walking/sitting quietly," "That was kind of you to share with Nigel," "You laid your work out very neatly."
Public praise and private reprimand Public acknowledgement of good behaviour can be very powerful. Usually, reprimands should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour. Some children find direct praise hard to handle, so praise should be specific and you should be sensitive to the impact. Praise can also be non-verbal (a smile, a thumbs-up or a values sticker). In some cases it is important to 'catch them being good' as a way to prevent poor behaviour choices.
Acknowledging feelings Listen to children and make them feel significant. Children often misbehave because they feel upset. One reason for this can be to attract adult attention. Being aware of a child's feelings can pre-empt them resorting to other ways to get your attention. Remember all behaviour is a language and the child is only trying to communicate his/her feelings.
Giving them a choice Give children limited choices where possible. Both choices should be of equal value e.g. talk here or in the library/work in your book or on paper/you can draw first or do the writing first. Being given choices increases a child's sense of independence and reduces conflict.
Being consistent Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This is turn will make it less likely that events will escalate.
Modelling desired behaviour It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, fairness, conflict resolution. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in adults. Being self-aware and seeking support is essential. All responses should be low key and matter of fact.
I statements Give an "I" message. State clearly "I want to see...." rather than criticising the child. This ensures behaviour is addressed, avoids conflict and models assertive behaviour.
Positive phrasing Use positive phrasing to ask for the behaviour you expect to see, "I'd like everyone listening… thank you." (I.e. not "don't/stop…"). Use short sentences and pause for effect.

Choice, direction and 'when…then'
"Jamil, you can either work quietly by yourself or you can come and sit with me".
"When you have finished tidying up your area… then you can sit wherever you want…."

Pause Direction
Make a deliberate pause between gaining a child's attention and a direction, to ensure they have had sufficient 'take up' time, e.g. "Michael (pause) … David (pause) …could you face this way and listen, thanks". Gain their attention, with eye contact.

Take-up time
Simply, "Michael… (pause to gain attention) come here for a moment." Then look away and talk to someone else. Michael will come. It also works in the corridor. "John, come over here for a moment", then walk away to a private area. John will follow. You can then have a quiet word about the behaviour.

Appendix 3: Graduated response

Therapeutic Thinking Graduated Response

Universal
Behaviour Curriculum

- ❏ Teach pro-social behaviour.
- ❏ Include within pupil induction.
- ❏ Establish routines.
- ❏ Staff role-model expectations.
- ❏ Create positive relationships.
- ❏ Use positive phrasing to communicate expectations.

Targeted
Behaviour Policy

- ❏ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.
- ❏ Check if the identified behaviour is covered in policy.
- ❏ Follow the policy.
- ❏ Record the impact of policy on pupil's behaviour.
- ❏ Analyse the dynamic using the inclusion circles.
- ❏ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.

Targeted Plus
Early Prognosis

- ❏ Describe the behaviour factually and unemotionally.
- ❏ Gather appropriate and authentic pupil voice.
- ❏ Gather information from relevant parties, including multi-agency colleagues, in respect of:
  - o Function of behaviour
  - o Health and wellbeing
  - o Context
  - o Cultural expectations
- ❏ Use the collated information to Assess, Plan, Do, Review.
- ❏ Where further intervention is needed, move to Predict & Prevent.

Specialist
Predict, Prevent & Progress

- ❏ Update Early Prognosis document.
- ❏ Complete Risk Calculator.
- ❏ Identify any protective consequences needed.
- ❏ Identify educational consequences needed.
- ❏ Complete Subconscious and Conscious checklists.
- ❏ Complete Anxiety Analysis over a period of time.
- ❏ Identify factors the child can't cope with and which they can't cope without.
- ❏ Use all preceding analysis to create a Predict, Prevent & Progress plan.
- ❏ Review the plan regularly.
- ❏ Where further intervention is needed move to Therapeutic Plan.

Specialist Plus
Therapeutic Plan

- ❏ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis).
- ❏ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.
- ❏ Complete a Therapeutic Plan as a result of the completed analysis documents.
- ❏ Continue Assess, Plan, Do, Review cycles.
- ❏ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix 4: safe escort during extremely difficult or dangerous behaviour episodes

Offering an arm (to support, guide or escort)

Supportive hug (to support, guide or escort)

Open mitten escort (to support, guide and escort)

Open mitten guide (to protect or turn)

Any safe escort carried out must be in line with the RPI policy.