



Behaviour Policy

Date last reviewed:	Autumn 2019
Frequency of review:	Annually
Date next review due:	Autumn 2020
Version:	5.0

Introduction

At Doddinghurst Infant School, children become part of a friendly co-operative environment, where there is an atmosphere of mutual respect and trust. Every child is made to feel that they have a vitally important role to play in the life of the school, where their achievements are recognised and acknowledged. We use a consistent approach to behaviour management to help each child move on in their learning and reach their individual learning potential.

The whole school community has the responsibility to work together to create a positive learning atmosphere, where we all show self-discipline and self-control. We encourage our school family to feel a sense of community through our shared values. The individual behaviour of any stakeholder can affect the dynamics of the school community like the ripples in a pond.

The school's approach to behaviour should be linked with mental health and be part of a consistent whole school approach.

- *A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities. DfE Mental Health and Behaviour in Schools (Nov 2018)*

Aims and Objectives

To fully support effective learning for all we:

- Ensure the safety and well-being of every member of the school community
- Ensure all members of the school community are valued
- Ensure that all children develop positive learning behaviours
- Encourage each child to develop and demonstrate positive attitudes and abilities
- Teach children to have self-control and take responsibility for their actions
- Teach children that actions and choices have consequences
- Encourage parents to work in partnership with school
- Work collaboratively as a staff, sharing skills and ideas for managing children's behaviour
- Maximise the effectiveness of the curriculum and individual learning for every child

Strategies

All members of the school community make a 'School Promise', promoting positive relationships for learning

1. Listen to what others say
2. Follow instructions and work hard

Wise Owl says 'Laugh, Listen, Learn'

3. Be safe, gentle and kind
4. Do the right thing and tell the truth
5. Show respect

We believe that we all share the responsibility to fulfil this promise. In order to ensure that this happens, each class creates a set of classroom rules at the start of the school year, which are agreed by everyone in the class. These are referred to and are designed to support and reflect the school promise.

We have an agreed, consistent approach to behaviour management, which is shared with parents in each year group meeting at the beginning of the year and is also on our website. Linked to this is our school 'Behaviour consequences' which clearly shows the steps to be followed when dealing with inappropriate behaviour (Appendix 1).

Parents, children and staff are asked to sign a 'Home/School Agreement' at the beginning of each year, which sets out the expectations for attitudes and behaviour (Appendix 2).

We encourage positive recognition of behaviour, acknowledging that rewards do not always influence long-lasting change in behaviour. The "Do this and you'll get that" culture of 'Behaviourism' can create a greater reliance on rewards.

Acknowledgement at Doddinghurst Infant School is through:

- Class-based incentives – class teacher/LSA noticing and appreciating their work and behaviour
- Weekly class mascot award (Star of the Week) – acknowledged in class, photo displayed, celebrated in achievement assembly
- House points – recognition from school community
- Head Teacher award – recognition of their behaviour to learning
- Celebration/achievement Assembly – publicly sharing special achievements in school and out
- 'I've been caught...' sticker – appreciating their work and behaviour. Name entered in to the 'Golden Book' and golden star on piece of work

We understand the part that self-esteem plays in a child's health and well-being, and the effect that this can have on behaviours and attitudes, especially to learning. We undertake activities on a regular basis which enable the children to recognise their successes in whatever part of the curriculum they occur, and also celebrate successes outside of school (WOW! moments).

We believe that by giving children positions of responsibility and important roles to fulfil, they raise their behaviour to fit the role. Children are encouraged to take on responsibilities, such as School Councillors, House and Deputy Captains, Super Buddies, Class Ambassadors and for older children to consider the needs of our younger children.

Children and staff need to be protected from any form of physical violence and the school believes that it is important that both staff and children recognise that most behaviours have consequences. Whenever there is a need for a consequence to any given situation, it is vital that it is directly related to the incident and seen to be fair. No consequences should involve or lead to, the humiliation of a child and staff should ensure that he/she is able to retrieve his/her dignity and self-respect after the imposition of any sanctions. We will also look at attitudes to school and learning from home as well as take into account changes in home circumstances. It is important that parents inform the school of anything that might affect a child's behaviour. Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the child. Details of the incident and the sanction will be recorded on CPOMs.

This Behaviour Policy is aimed at providing a framework for guidance for both staff, children and families. It

Wise Owl says 'Laugh, Listen, Learn'

is also intended to offer direction for staff on how they should best respond to difficult and aggressive behaviour.

Behaviour

All behaviour (the way in which we act or conduct ourselves - especially towards others) can be categorised as consciously or sub consciously driven. It is a form of communication. The work of Professor Dan Siegal represents the brain as a hand and illustrates how we learn to regulate our sub-conscious behaviour (limbic and brain stem) through our frontal cortex (human brain). At Doddinghurst Infant School, we use this understanding to interpret the behaviour presented to us in an effort to develop more effective co-regulation. We will analyse behaviours and respond differently depending on whether they are consciously or sub-consciously driven. (Appendix 3)

Strategies for avoiding incidents:

Addressing situations in their infancy can be invaluable in managing potentially extreme behaviours. In line with the Department of Education (DfE); Restrictive Physical Intervention, secondary preventative strategies are applied when 'primary prevention has not been effective'.

These measures include:

Support through daily routine

A strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours.

Communication/verbal advice and support.

Early intervention needs to be assertive but non-confrontational. Positive language; child's name '*...Sit thank you*'

If children are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact are important, as communication needs to be non-threatening, calm and assured. Staff should attend to a child when they are showing signs of agitation/distress/anger and support/advise them according to the situation, always starting with the child's name '*...I can see/understand you are feeling... Do you need a break?*'

Calm talking stance

Staff should endeavour to maintain a calm, confident and objective approach in conflict situations.

Negotiation/being objective

The ability to listen and talk to a child and come to an agreement by setting limits and offering two options, which they can then choose, allowing them to feel in control '*this or this... your choice you choose*'. Repeat this phrase adding no further language, using open arms and palms.

Compassion

For the angry child whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. Reject the behaviour not the person by showing that you care despite the difficulties. '*I'm staying with you, it's ok to feel ...*'

Reassurance

Is about supporting, comforting and encouraging a child in a situation in which they might be feeling helpless, vulnerable, and possibly defenceless and exposed to a risky environment. '*I can see you are very... I'll be here when you are ready to...*'

Distraction/redirection

Wise Owl says 'Laugh, Listen, Learn'

Is the action of diverting the child's attention from a potentially inflammatory situation to something in which she/he has an interest.

Success reminder

Remind the child of a previous occasion when they successfully managed a volatile situation of a similar nature; 'Making the right choices'. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good.

Planned ignoring

At times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment; judging the necessity/danger to the child, others or property.

Time out

This is to allow a child 'space' on their own; 'Calming Castle'; to move to a different environment with time to calm down and consider their actions. The child is more likely to calm down without the attention of an audience.

Withdrawal

Which involves removing the child/children from the class, from the situation, which causes anxiety or distress, to a location where they can be continuously observed, and supported until they are ready to resume their usual activities. This could be in the Rainbow Room; with the SEND Team, headteacher or the SLT.

Physical intervention

Is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted.

When can reasonable force be used?

- To prevent children from hurting themselves or others; from damaging property or from causing disorder
- To control or restrain children
- To enable staff members to use their professional judgment when deciding whether or not to physically intervene whilst taking account of individual circumstances

Schools can use reasonable force to:

- Remove a disruptive child from the classroom
- Prevent a child behaving in a way that disrupts a school event; a school trip or visit
- Prevent a child leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a child from attacking a member of staff or another child or to stop a fight
- Restrain a child at risk of harming themselves through physical outbursts

Interventions

If a situation develops, that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings. Staff need to ensure that they do not apply an escort or method of physical intervention where there is limited space or where they expose themselves or the child to unnecessary risk of injury due to the environment.

Key staff of Doddinghurst Infant School are trained in Positive Handling which aims to 'promote the least intrusive positive handling strategy. They need to use a continuum of graded and gradual techniques with an emphasis and preference for the use of de-escalation strategies. These are to be used and exhausted

Wise Owl says ‘Laugh, Listen, Learn’

before Positive Handling strategies are utilised’. Details are given below of the escorts and interventions that can be applied when all other methods of Behaviour Management have been exhausted. The staff team are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used.

The guidance produced by the DfE (July 2013) Use of reasonable force – Advice for headteacher, staff and governing bodies (DfE 2016) states that:

“Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.”

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the child’s age and level of understanding;
- the child’s individual needs and history;
- the location where the contact takes place (ideally it should not take place in private without others present).

When will we use physical contact?

Staff at Doddington Infant School use a touch with a child in order to comfort or guide. We as a school **do not** advocate having a child sit on a staff members lap. Staff may reward with a ‘High Five’ action if a child has achieved something that makes them feel proud. Staff need to be aware of children who may not like to be touched. This should be respected.

Hugging

A sideways on hug, with the adult putting their hands on the child’s shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. This discourages ‘front on’ cuddling and placing the adult’s hands on the shoulders limits the ability of the child to turn themselves into the adult.



Hand holding

It is natural that young children sometimes are able to hold hands with adults around them. This is perfectly acceptable when the handholding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint.

Therefore, the best practise is the use of the ‘offering an arm’. The adult holding their arm out does this and the child is encouraged to wrap their hand around the adult’s lower arm. The adults other hand can then be placed over the child’s for a little extra security if it is required.



Wise Owl says 'Laugh, Listen, Learn'

Guiding and Escorting

It may be necessary to guide or escort a child. This can de-escalate a situation and is not classed as restraint because the child will always be able to release themselves from the hold. Hands should form an 'open mitten' at all times.

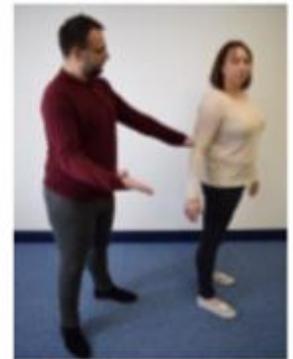
The following techniques may be used at all times:



Open mitten guide (to protect or turn)



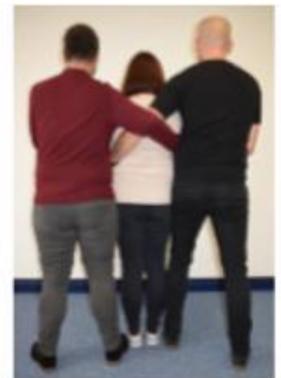
Open mitten guide (to communicate)



Open mitten escort (to support, guide and escort)



Open mitten escort (paired)



Supportive arm (to support, guide and escort) – individual and paired

Wise Owl says 'Laugh, Listen, Learn'



All staff should record any incident requiring physical restraint in the Reports of Incidents Involving Physical Intervention 'Bound and numbered book' which is located in the head teacher's office. All information should be signed and dated and if more than one member of staff is involved, their individual account should be recorded to give a full picture of the situation. All staff should then report the incident on CPOMs.

For some children and in some circumstances, it may be necessary for a 5-step adult response plan (appendix 4) to be drawn up, alongside a physical contact plan, developed in partnership with the SLT, class teacher and SENCO.

At Doddinghurst Infant School we will not use force as a punishment; - "It is **always** unlawful to use force as a punishment" (Use of reasonable force – DfE 2013)

Exclusion

At Doddinghurst Infant School, we aim to teach our children that their actions and choices have consequences. Consequences should have a clear link to the incident and help the child to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual. There will inevitably be some children, for whom our intervention strategies do not work. Therefore, fixed term exclusions are used appropriately allowing time to reflect, amend plans and identify other appropriate interventions to support the child upon return. Permanent exclusions are used appropriately as a last resort
Exclusion from school should never mean exclusion from education Edward Timpson, 2019

Monitoring and Review

The Senior Leadership Team and the Governing Body will undertake monitoring of the above. Evidence will be drawn from observations, CPOM entries of behavioural incidents, annual pupil voice and parental surveys.

Policy Rational

This policy is influenced by the following training and publications and sources of reference:

- Essex STEPs training (STEP ON – March 2020)
- DfE Use of reasonable force (July 2013)
- Timpson Review of School Exclusions (March 2019)
- DfE Mental Health and Behaviour in Schools (Nov 2018)
- Professor Dan Siegel's hand model of the brain (published by Rewards – Alfie Kohn (1993))

Wise Owl says 'Laugh, Listen, Learn'

APPENDIX 1

Use of reasonable force and restrictive physical intervention (restraint)

Keeping Children Safe in Education (DfE 2020): *When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the **Equality Act 2010** in relation to making reasonable adjustments, non-discrimination and their **Public Sector Equality Duty**. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force*".

The guidance produced by the Department of Education (2013) "Use of reasonable force" is helpful and the following section is directly from this guidance.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involved a degree of physical contact with pupils.
- Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils, redirecting a pupil's path, or active physical contact such as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

HT has attended Essex steps training March 2020. All staff to have training at the start of each academic school year.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from harming themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

Wise Owl says 'Laugh, Listen, Learn'

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

This list is not exhaustive, and provides examples taken from DfE guidance.

This list is not exhaustive and provides examples of where reasonable force can and cannot be used – this is also taken from DfE guidance

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force should only be used to avoid harm to the child or others and where all other strategies have been considered or attempted

Compliance with this Policy will demonstrate that Doddinghurst Infant School will consistently provide a safe and caring environment allowing and enabling its children to mature and develop to their full potential.

Wise Owl says 'Laugh, Listen, Learn'

APPENDIX 2

DODDINGHURST BEHAVIOUR CONSEQUENCES		
<p>Early intervention needs to be assertive but non-confrontational. Positive language; child's name '<i>...sit thank you</i>' The stay on the sun behaviour system applies throughout the school day, whether within or outside. When a child is behaving in a way that is unacceptable, the following steps will be taken:</p>		
Level	Behaviour	Consequence/Outcomes
<p>Class Sun New day new start</p> 	<p>All children are on the sun throughout the day</p>	<p>Praise positive behaviour: If most of the class is compliant, rather than focusing on the one learner not doing the right thing, reward the others with simple praise of their behaviour.</p> <p>Acknowledgment at the end of the school day 'Well done to those who have stayed on the sun today, you must have...' (highlight the positives that have taken place during the day)</p>
Verbal reminder of expectation given		
<p>Class cloud</p> 	<p>Repeated low level disruption throughout the lesson:</p>	<p>For some minor behaviours, it may not be the time to address them in front of the class. In these cases, it is important that the child and the others in the room understand that it has been noted. A simple instruction of "<i>I am choosing to ignore that behaviour at this moment</i>" sends out this message to all learners.</p> <p>On the third verbal warning that behaviour is unacceptable <i>'...if I need to remind you again your name will be placed on the cloud'</i> Reminder of expectation given in accordance with the school promise.</p> <ul style="list-style-type: none"> • Listen to what others say • Follow instructions and work hard • show respect • do the right thing and tell the truth • Be safe gentle and kind
	<p>Repeated low level disruption at lunchtime</p>	<p>On the third verbal warning that behaviour is unacceptable <i>'...if I need to remind you again you will need to stand by me to reflect on your behaviour'</i></p>

Wise Owl says 'Laugh, Listen, Learn'

	<p>Once name is placed on the cloud and persistent cloud behaviour continues</p>	<p>This is a 'Time out chair,' (red chair in each classroom)</p> <p>The child sits for 2 minutes non-negotiable and reflects on their behaviour after the consequences of their actions are explained.</p> <p>Should the behaviour continue throughout the week discussions with the parent will take place.</p> <p>All safeguarding, wellbeing and pastoral issues are recorded on CPOMs</p>
Level	Behaviour	Consequence/Outcomes
	<p>Shouting in the classroom Ignoring adults Starting to run or leave the classroom Inappropriate language Repeatedly being unkind to peers Purposefully hurting peers</p>	<p>The parent/carer is informed with a 'Thunder cloud slip' and spoken to by the class teacher These incidents will be tracked via CPOMs</p>
	<p>Swearing with intent: Fighting/biting Serious and physical/verbal abuse to staff/children Serious damage to property/stealing Running out of class Being racist Throwing things with intention to damage or hurt Resources used as a weapon</p>	<p>CPOMs entry completed and assigned to the HT Parents meeting/phone call to inform them of the incident with a member of the Senior team HT/DHT</p> <p>Other actions could include Reduced timetable Fixed term exclusion Permanent exclusion</p>
<p>This list is designed to provide examples and is not exhaustive</p>		



APPENDIX 3

Understanding the Brain

Hand Brain Model, Dr. Dan Siegal

<p>Survival Brain Sensation Autonomic functions Survival strategies: fight, flight, freeze, submit, & collapse</p>	<p>Emotional Brain Expression/ regulation of feeling Memories relationships/ attachment</p>	<p>Amygdala Smoke alarm</p>	<p>Thinking Brain Critical thinking Problem solving, planning, creativity, beliefs, impulse control</p>	<p>Offline Brain Survival brain in control Not able to access the thinking brain.</p>
---	--	--	--	--

© Thomas Yonkers Society

APPENDIX 4

Level 1	Level 2	Level 3	Level 4	Level 5
<p>COMMUNICATING BEHAVIOURS Behaviours we like to see</p> <ul style="list-style-type: none"> Happy and smiling Being funny Talking enthusiastically Helpful Wanting to please Excited to try new things Calm, caring and friendly Looking and Listening Thoughtful Playing with friends <p>How is pupil feeling?</p> <ul style="list-style-type: none"> > Calm and happy > Feeling cared for and safe > Knows what to do > Willing to try > Trusts adults around 	<p>COMMUNICATING BEHAVIOURS 'Bubbly behaviours/ early signs</p> <ul style="list-style-type: none"> Delaying tactics 'I'm not doing that' 'No' Ignoring adult instructions <p>How is pupil feeling?</p> <ul style="list-style-type: none"> > Bored > tired > doesn't feel part of the class as he has made the choice to leave > confused > Needs toilet > Needs drink/food 	<p>COMMUNICATING BEHAVIOURS Low-Level Disruptive behaviour</p> <ul style="list-style-type: none"> Too noisy Change in facial expression – eye rolling Ignoring adults 'I don't need to come to school' Starting to run or leave classroom <p>How is pupil feeling?</p> <ul style="list-style-type: none"> > Frustrated > Anxious, worried > I need you to know I am not ok > I need a break > I need a different activity > Just want to do what I want too > Wants to be left alone 	<p>COMMUNICATING BEHAVIOURS Mid-Level Behaviour</p> <ul style="list-style-type: none"> Will remove her/himself from the classroom Run to the hall Shouting and spitting Going to find an object from PE cupboard or music/art Throwing Swearing <p>How is pupil feeling?</p> <ul style="list-style-type: none"> > Angry > Out of control > Anxious 	<p>COMMUNICATING BEHAVIOURS Highest level and dangerous behaviours</p> <p>Specific to how the child reacts when in crisis – 'Red Mist'</p> <p>How is pupil feeling?</p> <ul style="list-style-type: none"> > Angry > Out of control > Red Mist
<p>Adult Responses</p> <p>How we celebrate good and expected behaviour:</p> <ul style="list-style-type: none"> Sharing with the class and teacher Stickers Verbal praise Reward time Shown expected behaviour cards <p>Reward Activities</p> <ul style="list-style-type: none"> > Specific to the child 	<p>Adult Responses</p> <p>Preventative Strategies:</p> <ul style="list-style-type: none"> Reassure that she/he can do this Remind her/him of previous successes Look at previous work 'You are doing so well' etc. Use the board for Now and Then Explain choosing activity to come/visuals 'When you have... then you can' Given a choice of work he could do. Extra snacks/water <p>Do you need a break?</p>	<p>Adult Responses</p> <p>Early Intervention Strategies:</p> <ul style="list-style-type: none"> Choice of calming activities Use distraction techniques. Offer another place to go Minimal language <p>'I can see/understand that you're feeling ...' 'When you're ready we can...' Allow take up time</p>	<p>Adult Responses</p> <p>Mid-Level Strategies</p> <ul style="list-style-type: none"> Maintain her/his personal space Be calm, Speak quietly Suggest going to 'Calming Castle' Time outside on the bikes Changing the activity Distraction <p>I am staying with you. It's ok to feel.... I can see you're very sad/cross upset, I'll be here when you're ready to ... At home, time class teacher will let parent know what has happened.</p>	<p>Adult Responses</p> <p>Serious Incident Strategies and responses</p> <ul style="list-style-type: none"> If she/he has hurt help themselves Keep your distance Be calm Don't be angry Have someone near you Evacuate the space. Keep other children safe Get child into the rainbow room <p>Phone parent- decide if child needs to go home. Time with child the next day to discuss unexpected behaviour/expected behaviour no reference to previous incident.</p>