



Sandon JMI School

Behaviour Policy

Last review: September 2019
Next review: September 2020

Introduction:

Sandon JMI School is committed to providing an education of the highest quality for all pupils.

We believe:

- Everyone in school has the right to feel safe both physically and emotionally;
- Everyone in school has the right to be treated with respect;
- Everyone in school has the right to learn without disruptions;
- We can teach children how to behave and take responsibility for their actions.

We believe the adults in school must lead by example and be good role models for the children through both their relationships and the way that they speak to others. This approach will establish a culture of understanding, respect and good manners, helping to foster good relations between everyone in school, leading to better collaboration, attitudes and learning.

We encourage our children to take responsibility for their own behaviour and support them by giving opportunities and time to practise good behaviours as and when necessary. We enable children to put mistakes right and support them to make good behaviour choices.

A staff commitment

School staff are committed to challenge the behaviour of any pupil involving physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying or racism.

When dealing with unwanted behaviours all staff must:

- Reject the inappropriate behaviour, not the child
- Keep the situation calm
- Acknowledge any effort from the child to make amends
- Guide children to accept responsibility for their actions and their consequences both intended and unintended

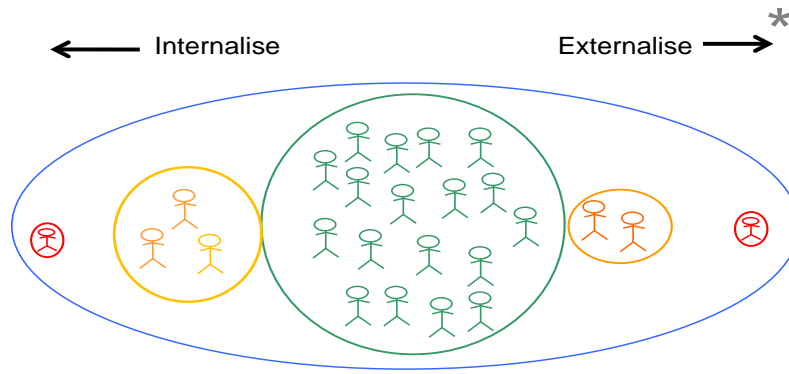
It is our professional responsibility to challenge inappropriate behaviour while keeping the situation calm and preventing escalation.

In order to teach the children excellent prosocial behaviours we may need to make reasonable adjustments for some children.

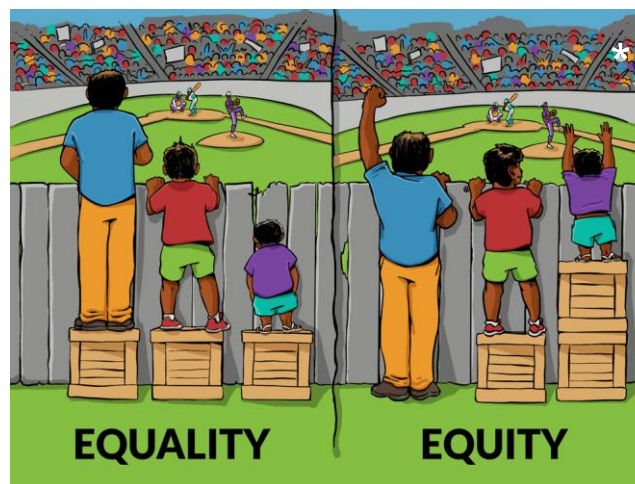
Most children naturally grow up learning prosocial behaviours, these are the children shown in green. These children inherently behave. They consistently conform to behaviour expectations. Even though they are doing exactly what we expect it is CRUCIAL that we praise and reward them for their actions.

Children shown in yellow may display disruptive or withdrawn behaviours we may need to adapt our responses for these children.

Children shown in red will need clear, planned responses to help them with their behaviour.

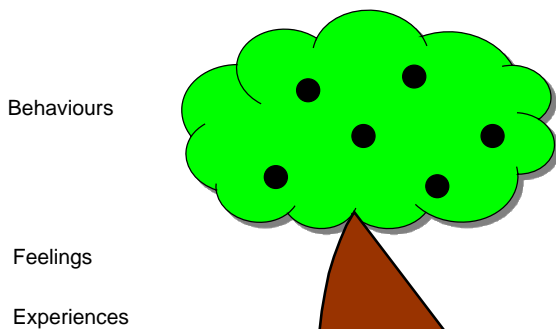


We understand the difference between equality and equity. We as a school are committed to making reasonable adjustments to ensure that children are treated with equity.

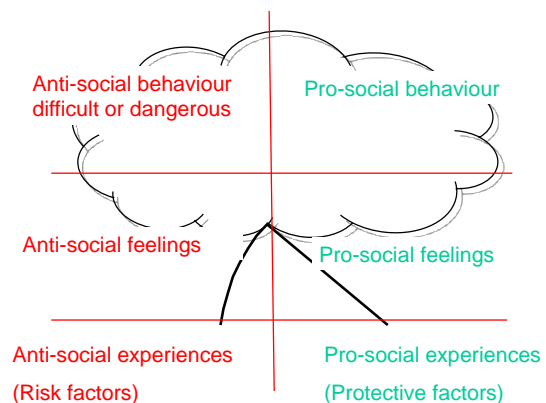


Using our therapeutic approach to behaviour we need to think really carefully about the reasons for the behaviour. We need to consider the 'roots and fruits' and try to provide children with lots of examples of prosocial behaviour, compensating for risk factors. Children will learn from their experiences. If we provide positive, therapeutic behaviour management they will experience positive feelings and develop improved learning behaviours.

Roots and fruits



Roots and fruits





De-escalation scripts

To be used by staff when responding to behaviours that could escalate and cause harm to the child or others. All staff have a copy of this. Spare copies can be found in the staffroom. These were recommended during our Hertfordshire steps training.

| <u>SANDON JMI SCHOOL DE-ESCALATION SCRIPT</u> | <u>SANDON JMI SCHOOL PLAYGROUND DUTY MUSTS</u> |
|--|--|
| <ol style="list-style-type: none"> 1. CHILD'S NAME 2. I CAN SEE SOMETHING HAS HAPPENED 3. I'M HERE TO HELP 4. TALK AND I WILL LISTEN 5. COME WITH ME AND..... | <p>There must be a member of staff supervising (walking and interacting with children - proactively managing behaviour before problems arise) points 1 & 2 at all times when field is in use.</p> <ul style="list-style-type: none"> • point 1: playground sheds - watching playground and the covered way • point 2: The willow dome – watching tyre park and football pitch • any extra staff should be based near Reception garden <p>We do not allow any unsupervised contact games.</p> |

If children are in crisis it is our duty to treat them therapeutically, giving them time to cool down before entering into the processes of reflection, repair and restoration. We will use de-escalation scripts as part of a planned response for children who are in crisis.

Types of behaviour

As a school we identified the conditions needed to feel safe and learn. The children now understand that everyone has the same high expectations for their behaviour. They know that disruptions stop us learning. They also know that there are clear conventions for listening. Crucially the children know that we have one school rule: **follow instructions**.

High Expectations – Thank you

When giving instructions and directions staff will use positive reinforcement and by ending their instruction with “thank you” will imply that the expectation is that the instruction will be followed by the children.

These 'Behaviour Boards' were produced in collaboration with the staff and pupils and are displayed in all areas of the school. This year we are adding a new prosocial element to these boards.

Behaviour Boards

Sandon School Rule

We only have one school rule but we may need to add other class rules to our list from time to time if problems arise...

Our school rule is:

Follow instructions

Our class rules are:

Sandon School Listening Agreement

Listening skills are CRUCIAL to learning. To show people you are listening you must:

LOOK AT THE PERSON WHO IS TALKING

Be quiet

Keep still

Never interrupt others

Sandon School Prosocial Behaviours Agreement

Prosocial behaviours will help make our school a happy, respectful place.

Prosocial behaviours include the following actions:

| | | |
|--|---|---|
| <p>LISTENING TO OTHERS</p> <p>Giving compliments</p> <p>Co-operating</p> <p>TAKING CARE OF OUR LEARNING ENVIRONMENT</p> <p>Volunteering</p> | <p>Using excellent manners</p> <p>Helping others</p> <p>Sharing</p> <p>Inviting others to play</p> | <p>Holding doors open for others</p> <p>Respectful Interactions</p> <p>Thinking of others feelings before speaking</p> <p>Greeting others</p> |
|--|---|---|

Sandon School Disruptions Agreement

A disruption is any action that hinders or stops others, including your teacher, from working.

Disruptions include the following actions:

| | | |
|--|---|--|
| <p>SHOUTING OUT</p> <p>Not sharing with others</p> <p>Fidgeting and rocking on chairs</p> | <p>Interrupting others</p> <p>BEING UNKIND TO OTHERS</p> <p>Being out of your seat at the wrong time</p> | <p>Not listening to others</p> <p>Hurting others</p> <p>Barging, tapping or making other unnecessary noises</p> |
|--|---|--|

We have identified and classified the following types of behaviour. In each section there is a reward/consequence for the behaviour so that staff can respond consistently across the school.

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|---|
| <p><u>Expected Behaviour</u></p> <p>Enabling good learning for ourselves and others (not causing disruptions)</p> <p>Listening to others</p> <p>Taking responsibility for what we do and say</p> <p>Being kind to others and ourselves</p> <p>Looking after property</p> <p>Being polite</p> <p>Making sensible, safe choices</p> <p>REWARDS: praise, house points, visits to other classes to show work, star of the week, writer of the week, PE cup, swimmer of the week, message home to parents on dojo</p> |
| <p><u>Low Level Disruptions</u></p> <p>Shouting out</p> <p>Interrupting when someone else is speaking</p> <p>Being out of your seat at the wrong time</p> <p>Not listening to others</p> <p>Banging, tapping or making any unnecessary noise</p> <p>CONSEQUENCE: Subtly and calmly tell the child that they are causing a disruption, reminder of prosocial behaviours</p> |
| <p><u>Mid-Level Disruptions</u></p> <p>Repeating any of the above after being reminded of our expectations</p> <p>Refusal to follow instructions</p> <p>Pushing/shoving</p> <p>Answering back/muttering under breath</p> <p>Spoiling other people's work</p> <p>Name calling or put-downs</p> <p>Deliberately breaking or damaging school property</p> <p>Throwing rubbers/pencils across the room</p> <p>CONSEQUENCE: Note down the name of the child, speak to the child at the end of the lesson, they will have 5 mins reflection time to think about their behaviour or finish work. Incident/reason for reflection time noted on CPOMs</p> <p>If mid-level disruptions occur 3 times in a week class teacher to contact parents/carers.</p> |
| <p><u>High Level Disruptions</u></p> <p>Repeating any of the above after being reminded of our expectations</p> <p>Swearing at another person</p> <p>Leaving the classroom without permission</p> <p>Stealing</p> <p>Hitting/kicking/punching/fighting/throwing things to hurt others</p> <p>Racism</p> <p>Bullying</p> <p>Child will need to go to see Mrs McGill. Incident to be recorded on CPOMs.</p> <p>If a child causes high level disruption class teacher/Mrs McGill to contact parents/carers.</p> |

If disruptions/incidents occur on the playground then should be recorded in the playground behaviour book and then added on to CPOMs.

Recognising and rewarding the achievements of pupils

A Positive Teaching Culture

School staff are committed to praise effort, achievement, kindness, and respect for others and school procedures during lessons and around the school. Children are taught about prosocial behaviours and these will be praised and recognised.

HT visits

Academic work, effort or behaviour of exceptional quality will be recognised by the Head Teacher, who will award house points for achievement and issue special Head Teacher stickers.

House Points

All children can earn 10 house points every week. These are for personal achievements and are added into our house points calculated at the end of each week. This helps the children to understand that they can contribute to something bigger, that their points go towards their house weekly total. Each term the winning house team have a non-uniform day. At the end of the year the team with the highest accumulated points will go on a trip.

Star of the Week

Each week a member of each class will be chosen to receive the Star of the Week trophy. They will be chosen for outstanding effort, behaviour or attitude to learning.

Class of the Week

Each week the class with the highest attendance will be rewarded by being clapped out of celebration assembly. This reinforces the concept that high attendance is crucial to learning and success. Our school attendance is now 97%.

Playground Box

Any staff who supervise playtimes are able to reward children for prosocial behaviours by writing their name on a piece of paper and putting it into the playground box to be entered for the prize draw which takes place every Friday in Celebration Assembly.

Supporting the Behaviour Policy

Behaviour Boards

These are displayed in all classrooms, in the hall/dining room, in group learning areas and on the playground. **These MUST be used as a tool to remind children of the expectations for behaviour in our school.** The introduction of the prosocial element of this will help reinforce expectations. Staff must use praise and reinforce good behaviour choices.

Playground/Field vantage points

These vantage points allow us to proactively supervise children during less structured, social times. Staff should not be standing still at these points, they are expected to interact with children, spotting and praising prosocial behaviours. Playtime interactions are important as they help staff and children to build positive relationships.

Policy review

At least annually, a staff meeting will be held to discuss the efficiency of the policy and the needs of individuals or groups of children. This policy must be reviewed annually by governors.

Staff will be 'Hertfordshire Steps' trained. This will happen during the induction of new staff.

Hertfordshire Steps

In 2019 all school staff were trained in the 'Hertfordshire Steps' approach to behaviour management.

Hertfordshire Steps is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. In line with the approach, staff are expected to adhere to these principles:

- We must all be proactive in managing children's behaviour i.e. intervening to avoid situations which may cause conflict;
- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example;
- Staff are present in school to help children and must always try to reduce conflict rather than doing anything that may escalate it;
- A calm stance and the use of a de-escalation script are paramount in a conflict situation;
- 'Recovery time' should be given for children to calm down after an incident., after which there will be a debrief, usually carried out by someone not involved in the incident;
- Incidents and the harm they have caused should be recorded;
- Children must be escorted in a safe way;
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, property or others.

False allegations against staff

There will be a consequence attached to any false allegations against staff.

Positive, Safe Handling

Staff have agreed to follow the principles of Hertfordshire Steps regarding handling children in school. These are as follows:

Guiding and Escorting

'Calm Stance'

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – side on to the pupil to move by motioning with the hand which way to go.



Sometimes it may be necessary to guide children. All staff who have complete the Step On Training have been trained how to do this in a way that does not harm the child or put anyone at risk.

The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; the only instance when force will be exerted is if the child pushes back.



Escorting and calm stance should be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.



Open Mitten

- Fingers together
- Thumb away from fingers
- Palms parallel to the floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practise.

Supportive Hug

- Hip in, head away
- Side to side stance
- Closed mittens
- Hands on each shoulder
- Use de-escalation script

Closed Mitten

- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practise.



School Hug

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for reward or comfort. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

At this school, we encourage staff who are using touch for comfort or to reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging and the adult's hands on the shoulders limit the ability of the child to turn themselves into you. This can be done either standing or sitting.



Restrictive Physical Intervention

Very occasionally incidents may occur where a child needs to be positively handled to protect themselves or others from serious harm. This is only ever justified in cases of actual harm (as opposed to potential harm). Staff are trained in these interventions on a needs only basis, if a child presents a foreseeable risk. School should prepare a risk assessment for them and seek advice from the Hertfordshire Steps Team. For staff who have not received this training, there may be occasions where they need to use restraint e.g. to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given.

Parents must always be informed when RPI is used and incidents recorded in the Behaviour incident Log

Use of reasonable force Advice for headteachers, staff and governing bodies July 2013 DfE

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 hurting 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.
- 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.

2 Section 93, Education and Inspections Act 2006 5

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- 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.