

Edward Feild Primary School Behaviour Policy

A consistent behaviour policy provides security for children and enhances the self-esteem of everyone in the school, thus increasing the equal opportunities for personal development and effective learning. Staff will always be explicit about the school's expectations of behaviour.

Our school vision

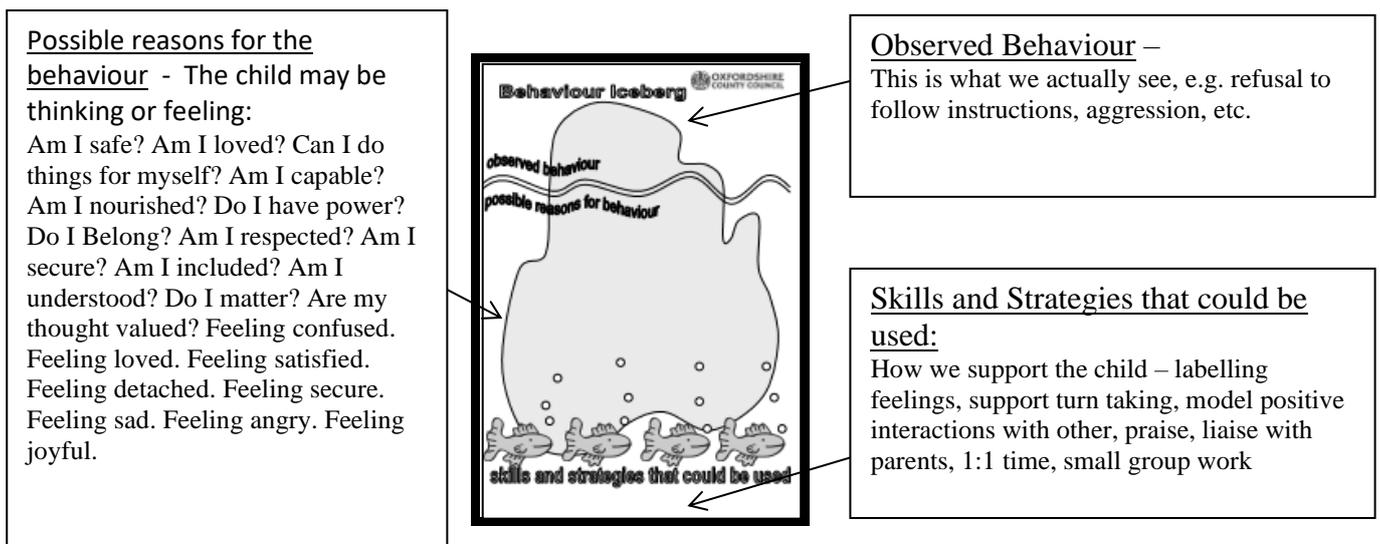
At Edward Feild we provide an education that allows all our children to reach their full potential and flourish academically, physically, socially and emotionally, so they leave us as caring, confident members of society with a lifelong love of learning. The values which drive our curriculum are: Challenge, Curiosity, Perseverance, Teamwork, Equality, Health, Kindness and Creativity.

We believe our school vision will best be achieved through a partnership between staff, children, parents and carers.

Our approach to behaviour management

We aim to provide clear boundaries and to have a firm, fair and consistent approach. This is done by teaching children in a positive way to communicate effectively, listen attentively, express their feelings, to be sensitive towards the feelings of others, manage anger and stress in acceptable ways, solve problems, develop self-awareness and self-esteem and have reasonable expectations of themselves and others.

Children's behaviour stems from their feelings, so therefore we need to understand the reasons for their behaviour in order to support them. The Behaviour Iceberg is a useful way to think about this:

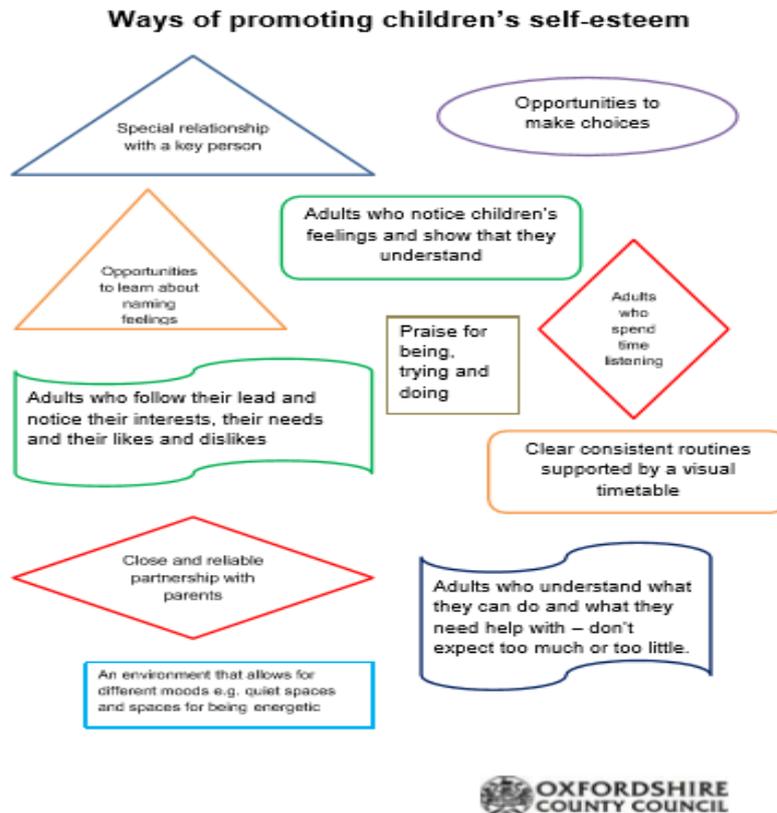


Children cannot be made to behave by being made to feel less good about themselves.

We know that children appreciate routines and positive expectations and the help of adults to help resolve situations

Physical intervention should only be used to prevent injury to another child, adult or the child themselves.

We aim to develop children's self-control as they learn appropriate levels of behaviour, increase their self-esteem, and help them manage their emotions.



Our School Expectations

We have 5 school expectations that help ensure our school is a place where we can learn and feel safe.

These rules are:

- Try our best
- Do and say kind things
- Look after our school and property
- Listen to each other
- Help each other learn

In addition to this individual class rules are agreed at the start of each year.

Praise, Encouragement and Reward

In order to promote the child's self esteem at Edward Feild we will reward as much as possible. We recognise positive behaviour by rewarding positive attitudes and a good approach to work.

Individual rewards

- Rewards can be given verbally on a one to one basis.
- Pointing out good work or behaviour.
- House points
- Certificates in assembly
- Smile/nod/thumbs up/saying well done.
- Comments written in workbooks.
- Showing good work to the class or other teachers.
- Showing work to the Head or Assistant Head teacher.
- Special mention to parents.
- Stickers.
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Tips for using praise:	Examples
Make sure that praise is sincere, genuine and specific	"I enjoy sharing stories with you"
Praise at the time of the action is most likely to be more effective than if it is left until later.	"You are making a very good job of tidying up those bricks" "That's a lovely example of showing respect, I'm going to put your name into the citizenship book"
Remember to praise for "being"	"I like your smile"
Remember to praise for "doing" – name the action too.	"Well done for being kind. You helped Paul put away his model"
Use non-verbal ways of recognising and acknowledging children	Smiling, thumbs up.
Unconditional recognition helps children feel valued and wanted	"I was hoping I would see you today"
Praise helps children develop a strong self-image	"I knew you would get there, are you pleased with yourself?"

House points and Class Reward Systems

Children earn house points for following our school values and rules. They need to collect: 25 to get a Bronze certificate, 50 to get a silver certificate, 75 to get a gold certificate and 100 to get a book. Each class may have its own reward system. For example, a class might collect marbles in a jar which will count towards a whole class treat. The reward will be agreed by the class and may be an extra playtime or something similar.

Achievement Assemblies

These are held weekly on a Friday. Each class teacher completes two achievement certificates for children in that class - one for achievement and one for values. The Head presents these to the children in front of the whole school. The child's name is put in the school newsletter. Class teachers should keep a record to ensure all children are rewarded equally over the course of the year. The children are also presented with their house point certificates during the assembly.

Positive Behaviour Management Strategies

Every pupil is involved in devising their class conduct rules. Regular reminders and circle times help children focus on their behaviour choices and use their personal power well in school. This is a good preventative strategy and the teacher may distract, use take up time, give warnings and reminders, movement breaks and proximal praise as ways of supporting a child to work within the school and class rules.

If a child is not following the class rules the adult will give them a reminder of the rule, they should be following, e.g. remember one of our rules is listening. If the child does not change their behaviour the adult will warn them that if they continue, they will need to have a five minute time out. If the behaviour continues, they will have a time out in the team leader's classroom.

The class teachers will always choose consequences that are consistent with age and stage of development.

Examples of strategies include:

- Finishing missed work in break time
- Setting up mini-goals and rewards
- Talking to parents to engage them in supporting their child in school

Negative behaviour

We discourage children from:

- Hurting each other, verbally or physically
- Disregarding and ignoring adults
- Interrupting/disrupting other children's learning and play
- Misuse of resources and the environment
- Unkindness

Below are some behaviours that we might come across in the school and suggestions of how you may deal with them.

1. Low level disruption- tapping pencil, rocking on chair

Possible Strategies- ‘The Look’, quiet word, gentle hand placed on shoulder, tactical ignore.

2. Shouting out, talking when should be listening, disturbing others

Possible strategies-give attention to a child who is doing the right thing, reminder of behaviour expectations e.g. Jamie, at Edward Feild we help each other learn, you are disturbing Jane, please can you stop. If behaviour continues: warn, time out in classroom, time out in team leader’s room. Any work missed to be caught up in playtime.

3. Rudeness to another child

Possible strategies- reminder of expectations, warn, time out in classroom, time out in team leader’s room. Any work missed to be caught up in playtime.

4. Deliberate refusal to do as told

Possible strategies- de-escalate, reminder of expectations, refer to team leader. Any work missed to be caught up in playtime.

5. Violence and/or threats to children, adults or property, running away or off site. De-escalate and HT/AHT to be informed immediately via messenger. Any work missed to be caught up in playtimes.

In case of serious incidents, the Headteacher may use a fixed term suspension and in some cases may permanently exclude a child.

In all circumstances it is at the discretion of the headteacher to decide what sanctions are appropriate.

Narrative Repair Script

A difficult area for **young children is negotiating and turn taking**. Asking “Why did you bite Mark?” is often unhelpful since the child may be overcome by emotion, and due to their age and stage of development, may not understand the consequence of their actions. Modelling a narrative approach is a useful way to build responsibility, empathy, self-awareness and social skills in young children.

By using the “Narrative Repair Script” the adult puts into words what the child cannot.

Narrative Repair Script		
What to do	How to say it	REMEMBER :
Describe what happened factually	<i>“You and Mark were playing with the Lego. You wanted the red wheel that Mark was using so you snatched it from him”</i>	<ul style="list-style-type: none"> It is important to attend to an injured child BEFORE a repair conversation takes place. A child may need to be removed from a situation to calm down (e.g. sitting on a chair/cushion/calm down corner) for 5 mins. Tell the child you will talk to them when everyone has calmed down. Both the adults and child must be calm before a repair conversation takes place. Depending on the incident this may be moments, or it may be much longer. Research shows that it can take up to 90 mins
Name and explain the feelings of the child which led to the behaviour.	<i>“Sometimes if we want something that someone else has, we feel cross”</i>	
Explain the consequences – how did it make the other child feel?	<i>“Mark is feeling sad because you snatched the red wheel that he was using”</i>	
Help the child to recognise the feelings in the other child.	<i>“Look, at Mark’s face. He is crying”</i>	
Invite the child to “put things right”, modelling suggestions if necessary	<i>“What could you do to put things right?maybe you could say sorry /share the wheel/ give him a hug/...”</i>	

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Ask/teach an alternative to the behaviour (depending on development stage of the child) modelling if necessary	<i>“What will you do next time? Maybe you could ask Mark if you could use the wheel/ ask an adult for help/find a way to share/build a model together...”</i>	for the brain to biochemically regulate itself after a significant incident. Starting a repair conversation too soon can “emotionally hijack” the child.
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Guidelines for supporting children who display challenging behaviour

Staff at Edward Feild view behaviour as a way of communicating needs or wants in response to the school environment. Behaviour allows communication ‘beyond words’. When a child is persistently struggling to behave or self-regulate, we view their behaviour as trying to express something that is difficult to communicate with speech. We recognise that heightened anxiety or stress is a major contributing factor to persistent poor behaviour. This could be misconceived as a reluctance to conform or adhere to rules and expectations.

Each child has their own set of sensory sensitivities and it’s important to be aware of these – if sensory needs are not being met, this may lead to an explosion of emotion – often in the physical form, screaming, crying and aggression. In moments of heightened anxiety, the ability to process information and communicate effectively is reduced.

Therefore, if a child is struggling to regulate their behaviour we aim to put in place strategies and support to enable them to learn, socialise and regulate successfully. All staff and governors have agreed the following:

- We foster a nurturing and positive approach to ensure that children feel safe and valued at school. We use a non-confrontational approach to children. All staff will try to ensure that no child is placed in an emotional situation where they have few options left to them but to crumple or flare up.
 - Sometimes, children need time to respond to instructions, particularly when they have heightened emotions. It is up to the adult to model withdrawal from conflict and allow the child ‘take up time’ in order to enable de-escalation.
 - Children will be taught strategies for self-regulation during whole-class PSHE lessons as well as throughout the ‘broader curriculum.’ Our school uses ‘Zones of Regulation’ as a medium to teach and model this.
 - Children will be given tools and space to enable them to self or co-regulate, such as accessing a Calming Corner, going for a sensory or movement break, having either a Busy Box or Sensory Box, etc.
 - Children who have persistent difficulties with self-regulation will be discussed with the SENDCo and a Behaviour Support Plan will be drawn up identifying triggers to difficult situations as well as strategies to support this. The focus of these plans is to catch any signs of a child’s potential distress quickly, in order to prevent escalation in the first place. These will be shared with parents and staff and reviewed termly to celebrate success and identify changes to support that may need to be applied.
 - When a lesson is being disrupted significantly, the class should be taken by an adult to a separate area, leaving the disruptive child to be supported in the class.
- A multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Restraining Children

Staff at Edward Feild school **will not** restrain a child unless the safety of the child or of other children/adults is threatened and the member of staff has attended team teach training. A child will only be restrained as a last resort and if the child is a danger to themselves, other children or an adult.

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Parents will be actively involved in supporting their child and the school throughout this process. If needed the school will use the Local Authority guidance with regard to temporary and permanent exclusion from school (see appendix 2).

These levels of behaviour provide guidance and do not provide a course of action for every eventuality. It therefore relies on the professionalism, common sense and initiative of people implementing it. It is not the school's practice to place children outside the classroom unless agreed as a strategy within a child's behaviour plan.

Use of reasonable force:

The school follows DfE guidance (July 2013*) on the use of reasonable force to control or restrain children. All members of school staff have a legal power to use reasonable force, making reasonable adjustment for children with SEN and/or disability. 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. Further guidance on this and situations where it may be acceptable and necessary to control or restrain children is available in the DfE guidance: it is expected that this power will be used rarely at our school.

Staff are asked to remember the following:

"I've come to the conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

— **Haim G. Ginott**

Searching

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

knives or weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:

be, used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Pupils' conduct outside the school gates

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

teachers may discipline pupils for:

- misbehaviour when the pupil is:

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o taking part in any school-organised or school-related activity or

o travelling to or from school or

o wearing school uniform or

o in some other way identifiable as a pupil at the school.

• or misbehaviour at any time, whether or not the conditions above apply, that:

o could have repercussions for the orderly running of the school or

o poses a threat to another pupil or member of the public or

o could adversely affect the reputation of the school.

Policy review arrangements

Review and reporting to FGB

Staff will review the policy on an annual basis. The assistant head will report to the Curriculum and Standards committee on its ongoing effectiveness and suggest any amendments as required.

We recognise at Edward Feild the need to constantly review the policy to ensure it meets the needs of the individual children.

Knowing this policy well and having a clear understanding of policy and the details of practice expected by all staff at our school will enable adults to be consistently calm and confident in dealing with children who are very challenging, vulnerable or violent.

All staff must keep this policy document fresh in their minds, returning to it to refresh themselves with the details, at regular intervals.

Appendix 1

Exclusion

The school will always follow DFE guidelines in regards to the exclusion of any child

Only the Headteacher may exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. The LA and school have always taken the view that exclusion should only be used as a last resort and that appropriate measures would have been put into place to avoid a child being excluded.

These measures could include:

- An individual behaviour plan
- Individual targets
- Meetings with parents
- Pupil profile targets
- The involvement of outside agencies as appropriate
- A letter informing parents that their child is at risk of exclusion and the reasons why

If the decision to exclude a child is made the head must inform the parents of the child, in writing, without delay. The letter should contain details of the duration of the exclusion, the reason for the exclusion and the fact that they may make representations to the governors and the Local Education Authority. To facilitate such representations parents should be given appropriate points of contact for both the LA and the Governors. In the latter case this might be the Chair or clerk to the Governors.

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The Headteacher must also inform the LA, the governors (or governor with delegated responsibility) and the Attendance and Engagement Officer in writing of the duration of the exclusion and the reason for the exclusion.