Cheddington Combined School Behaviour Policy



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1.0 Behaviour Policy

1.1 Rationale:

We believe that everyone is entitled to work in a calm and orderly atmosphere in which they feel safe and valued. Therefore, we are committed to being a 'Trauma Informed and Attachment Aware' community. We are aware that to ensure everyone in the school community feels safe, the educational environment needs to be high in both nurture and structure. Consequently, the aim of our Behaviour Policy is to bring us all together to adhere to our values – Honesty, excellence, appreciation, respect and teamwork.

1.2 Policy Aims:

Our policy embodies the principles of 'Trauma Informed and Attachment Aware' approaches. It aims to:

- Prioritise trust and transparency so that relationships between all members of the school community can thrive, enabling children to be 'ready' for learning.
- Foster collaboration in all aspects of school life so that children have 'voice and choice' including in relation to their social, emotional and mental health.
- Empower children to self-regulate using pro-social coping strategies.
- Teach children how to communicate their thoughts and feelings safely, in order that they might use this important life skill in adulthood.
- Support children through explicit pro-social modelling, to develop a strong sense of morality and empathy that allows them to take on board the thoughts and feelings of others.
- Maintain high expectations of behaviour from all of our students.
- Encourage children and young people to take pride in their school and the school environment.
- Challenge and support where there are any behaviours involving bullying, harassment or discrimination

1.3 Implementation

To achieve these aims, we expect the following from all members of our school community:

- All adults and children to be treated with respect
- All adults will be positive role models for children
- Adults will use praise to encourage good behaviour
- At the beginning of the school year, time will be spent developing children's understanding of the 'HEART Values'
- The rules will be revisited regularly throughout the school year in PSHE and assembly
- PSHE and circle time will be used to develop children's self-esteem and their understanding of other people's feelings and point of view.
- Children to follow our 3 'golden rules' – Be Ready, Be Respectful, Be Safe. Please see table below.

Rules	Application
Be ready – Demonstrating **excellence** and **teamwork** to	• Looking at the person who is speaking • Coming into the classroom promptly in the mornings and after playtime /lunchtime • Good listening Getting involved in class / group discussions

help others achieve.	• Facing new challenges • Being resilient • Wearing correct uniform
Be respectful – **Respecting** others and being **honest.**	• Being kind and polite • Caring for school property and the property of others • Being honest • Following instructions, the first time we are asked • Waiting our turn to speak, Showing good manners • Wearing correct uniform Keeping the school rules • Understanding that not everybody has the same views
Be Safe – Showing **appreciation** for your environment.	• Keep hands and feet to ourselves • Walk inside school and along the walkway to the playground • Use lesson resources / playground equipment for what they are intended to be used for • Four chair legs on the floor • Know and follow the fire procedures • No play fighting • Treat other people kindly

2.0 Rewards and sanctions

2.1 To acknowledge and promote the correct behaviour we:

• praise appropriate behaviour

• award Class Dojo points in the classroom and around school. Children can then exchange Dojo points for items from the 'Dojo Shop' and experiences in school.

• give all children the opportunity to undertake 'jobs' and demonstrate they can be responsible members of our community.

• ensure all individual Dojo Points are linked to House points meaning that the children earn points individually and as part of a team.

• model good behaviour – this includes our buddy system which helps develop positive behaviour, positive behaviour for learning and positive social interactions between children.

• we explicitly teach inclusion through our PSHE curriculum.

• send postcards from the Head Teacher to children's home addresses when they have gone 'above and beyond'

2.2 To address unacceptable behaviour, we follow a Level/step approach to ensure we;

• explain what is unacceptable and why

• remind children of the rule/s

• children will have a restorative conversation with a member of staff

• look at the reasons why the behaviour occurred as we understand that behaviour is often a form of communication

• allow children to have breaks to support self-regulation

Level 1 and 2 are undertaken by the class teacher and are part of the high quality first teaching we expect from all staff. SLT will be involved in step 6.

A restorative conversation should take place before the next lesson. If the reconciliation is unsuccessful the teacher should call on support from SLT who will support with the reparation process. Staff members will take responsibility for leading restorative conversation.

Level	Step	Stage	Description	Restorative conversation	Recorded on Cpoms
Level 1	Step 1	Acknowledge	Gentle encouragement, a 'nudge' in the right direction		
	Step 2	Reminder	A reminder of the expectations and our values – delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.		
	Step 3	Caution	A clear verbal caution, delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue, alongside a reminder of the expectations and values.		
	Step 4	Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, alongside a reminder of the expectations and values.	✔	✔
	Step 5	Change of face	The child will need to have a conversation with another member of staff where they will be reminded of expectations and the possible consequence that will occur if the behaviour continues.	✔	✔
Level 2	Step 6	Redirection	At this point the learner will be directed to another room for the remainder of the lesson. The expectation of learning remains – the child should complete the current activity set.	✔	✔

	Step 7	Formal meeting	For children for whom it is necessary, a meeting with the teacher, child, senior leader, where agreed targets will be set and monitored over the course of 2 weeks. This will be decided by members of SLT based on the repeated nature of certain behaviours.	✔	✔

Certain children may require a higher level of intervention or the support of more senior members of staff. These are set out in the following table of level 3 behaviours.

Level	Stage	Description	Recorded on Cpoms	Restorative conversation.
Level 3	Involvement of Senior Leadership team.	If poor behaviour becomes persistent, or if the misdemeanour is judged immediately serious enough to warrant it, the class teacher will ask for the involvement of the Senior Leadership team. This may be 'in the moment' or at another time (such as playtime or lunchtime). This must be logged by the class teacher on CPOMS as soon as possible. A restorative, reparation meeting should take place between the child and member of staff after a Level 3.	✔	✔

2.4 Unacceptable behaviour

Please find examples of behaviours and their relating consequences.

Behaviour	Sanction	Communication/Action
Level 1 • Not following rules • Being silly/noisy, disturbing others • Not on task • Writing on own or others' books • Calling out/ interrupting • Being noisy walking around school • Challenge to authority, talking back, cheeky comments • Rough play in the playground	Verbal warning with reminder of good behaviour expected E.G Please stop calling out and listen to me when I am talking	No further action if child responds to reminder Step 4 – Restorative conversation will take place.
Level 2 Continuation of above and/or • Deliberate poor behaviour designed to shock/provoke a reaction • Damage to property • Causing unintentional injury/ marks to another child (e.g. as	Consequences could include: • Redirection • missing some time from playtime/lunchtime. • completing work during own time (e.g. playtime/at home/ before another activity)	Consequences should take place as close to the incident as possible. Parents should be informed at this stage and the incident recorded on CPOMS. Where a pattern of behaviour is emerging SENDCO to support

a result of playing a game/sport • Swearing reported by children	• Time out is based on age of child and severity of incident. Time is used for reflection and steps to restore relationships.	class teacher with additional management strategies. Restorative conversation will take place.
<u>Level 3</u> Continuation and repeated behaviour as above and/or: • Harmful/offensive name calling • Deliberately harming / upsetting someone/intending to harm someone • Fighting • Repeated refusal to do set tasks • More persistent cheek/ challenge to authority • Swearing that is admitted to/ heard by an adult • Deliberate/repeated humiliation of another child • Discriminatory behaviour • Stealing • Deliberate physical aggression resulting in significant injury to another person •Making threats	Consequences include: • Being sent to DHT/HT in break time /lunchtime or end of the day to discuss incident. • Time out is based on age of child and severity of incident. Time is used for reflection and steps to restore relationships. • Longer periods of redirection	Parents will be informed and the incident recorded on CPOMS. Where a pattern of behaviour is emerging SENDCO to support class teacher with additional management strategies. Restorative conversation will take place. It is the Headteacher's discretion if suspension or exclusion is a suitable punishment.

<u>2.5 Behaviour giving cause for concern</u>

When a child's behaviour gives cause for concern i.e. repeatedly refuses to comply with the behaviour policy or an incident compromises the safety of others, the matter is referred to the headteacher. The Headteacher / Deputy will investigate the incident(s) and take appropriate action.

We will always view behaviour as a form of communication and look at the support for the individual child.

Parents are informed on individual incidents as they arise. When required, we will then work with parents on agreed behaviour targets.

Children who exhibit challenging behaviour will have a positive behaviour support plan with clear targets; this will be shared with the school team, child and parents.

A safe space strategy has been implemented for children who experience extreme emotional upset or behaviour that is a risk to themselves or others, the guidelines for using the safe spaces are in appendix 1. Please note that safe spaces are used on individualised needs of the child.

2.6. Additional needs

'Behaviour and discipline in schools: Advice for head teachers and school staff' 24 - draws on the behaviourist principles of 'reward and sanction' which although may help to modify the behaviour of many children and young people, do not work for all children. This is particularly true for those who have historic or current 'Adverse Childhood Experiences' (ACEs).

Our school policy reflects these principles as follows:

• We take an adaptive approach, as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010). For some students, this approach will require an individual Behaviour Intervention Plan.

• There can be a link between unidentified special needs and the impact of trauma and attachment difficulties on: attendance, physical and mental health, behaviour regulation and (as a consequence) progress in learning.

• Children have a wide range of individual needs which change over time. As such, they will require a flexible approach within an overall structure of consistency. Whilst we envisage that our 'Universal' behavioural approach outlined in this policy will be effective for the majority of children at Cheddington Combined School, some children will require extra support in order for us to ensure an equitable school environment.

• Children will be provided with support based on their level of need. Given that Cheddington Combined School views behaviour as a communication of need, frequent difficulties will be seen as an indication that the level of support may need to be increased. Decisions about the level of support required will usually be made in consultation with the child, their parents / carers and external professionals as appropriate.

3.0 Suspensions

A suspension is when a child is removed temporarily from school.

3.1: In order to avoid suspensions, we will:

● Consistently follow steps 1 to 7 above as a whole staff team from classroom level to senior leadership.

● Identify and meet the need being communicated through a dysregulated / approval seeking behaviour at the earliest opportunity, acknowledging that punitive approaches are ineffective for children and young people who have experienced trauma and / or have attachment difficulties.

● Use a relational approach to behaviour support which places an emphasis on relationships as the key to good practice and long-term meaningful change.

● Inform the Buckinghamshire Virtual School if a child is a Child Looked After, adopted, on a Special Guardianship Order or known to social care (or has previously had a CIN / CP plan) and is at risk of a suspension or permanent exclusion as a priority.

● Inform the Buckinghamshire Exclusion & Reintegration Team of any suspensions.

3.2 Possible reasons suspensions may be considered are outlined below:

● The pupil is using violence and /or verbal aggression as a means to intimidate staff and / or their peers and is not as a direct result of high anxiety / stress at the time or underlying social emotional and mental health issues.

● If the pupil exhibits a level of violence which is so dangerous that the Head Teacher feels unable to reasonably keep the other pupils and staff safe.

● The pupil brings drugs or alcohol on site.

● There is persistent and / or severe bullying (including targeting any of the protected characteristics) despite support and interventions.

● The pupil exhibits a behaviour which is potentially a safeguarding issue for themselves and others on the premises.

This is not an exhaustive list. The Headteacher will analyse and assess every incident individually, considering the circumstances and the individual needs of every pupil on a case-by-case basis. The result of this will be communicated to parents in a meeting with the Headteacher.

3.3 If suspensions are used, we will:

• Maintain contact with the child and their family throughout the process (e.g. telephoning the child at the beginning and end of each day, to check how they are doing and how the work they have been set is going).

• Use a structured reintegration meeting using a reflective conversation and sheet to ensure the crisis is used a learning opportunity and is solution focused

• Plan for any restorative conversations between the child and their peers and / or staff, keeping the focus on 'restoring and repairing' the relationship.

• Ensure any follow up support / interventions are in place for children and staff.

4.0 ANTI - BULLYING PRACTICE

4.1 Statutory Duty

Headteachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

4.2 Definition:

Bullying is defined as the repetitive intentional hurtful behaviour, of one person or a group of people to another where the relationship involves an imbalance of power. There are four key elements to this definition – hurtful, repetition, power imbalance and intentional.

4.3 The four main types of bullying are:

• physical (hitting, kicking, theft)

• verbal (name calling, racist remarks)

• indirect (spreading rumours, excluding someone from social groups)

• cyber (use of text messages, email, message boards etc)

4.4 Signs of bullying:

All staff must be alert to the signs of bullying.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

4.5 Managing incidents of bullying:

Prevention – good, consistent behaviour management will promote a positive ethos that will help to limit the incidence of bullying.

Planned opportunities will exist within PSHE and assembly to raise the awareness of the nature of bullying and the school policy towards it.

Action – if bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached.

The member of staff will:

• listen to the child

• inform the Headteacher/ Deputy Headteacher on the same day

The Headteacher/ Deputy Headteacher will:

• speak to the pupils concerned and will record information and action on CPOMs

• inform all staff at the staff briefing of the incident and action.

• inform the parents of the children concerned

• appropriate sanctions may be used.

•Create a safety plan involving parents/careers and children which will be reviewed regularly.

4.6 Pupils who have been bullied will be supported by:

• offering an immediate opportunity to discuss the experience

• reassuring them that they are safe

• offering continuous support from a named member of staff

• restoring self-esteem and confidence

4.7 Pupils who have bullied will be helped by:

• discussing what happened

• establishing why it happened

• establishing the wrong doing and the need to change

• supporting the making of good behaviour choices

Pupils who have bullied may be set behaviour targets. It may be necessary to involve outside agencies in order to receive further advice and support. Parents will be informed if this is the case.

5.0 USE OF FORCE BY STAFF TO CONTROL OR RESTRAIN PUPILS

The use of force to control or restrain pupils is not a regular feature of our practice; however, it is important to have a policy in the rare event that the need to restrain should arise. The judgement on whether to use force and what force to use should always depend on the circumstances of each case and – crucially in the case of pupils with SEN and/or disabilities – information about the individual concerned. In line with the Human Rights Act (1998) any restraint should be reasonable, proportionate and necessary.

All staff are 'Step On' trained. This means they are able to de-escalate and support children so they don't reach crisis point in terms of behaviour.

5.1 Minimising and managing incidents

The need to use force to control a pupil is minimised by:

• having a consistent approach to behaviour management

• creating and maintaining a calm and safe environment

• employing resources that promote the development of social and emotional skills

• knowing the children well and meeting their individual needs pre-empting difficulties

• de-escalating potentially difficult situations

• identifying problems at an early stage and working with parents and other agencies to improve the situation.

5.2 The use of force to control or restrain pupils is only used:

• to prevent a child from significantly injuring themselves or others

• to prevent serious damage to school property

• when the risks involved in doing so are outweighed by the risks involved in not using force

• the chances of achieving the desired result by other means are unrealistic

Before using force:

• show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning

• give clear directions for pupils to stop

• remind them about rules and likely outcomes

• remove any audience or take vulnerable pupils to a safe place

• make the environment safer by moving furniture and removing objects which could be used to injure

• using positive guidance to escort pupils to somewhere less pressured

• ensure that colleagues know what is happening and call for help

When using force:

• a clear oral warning must be given to the pupil that force may have to be used

• adults should calmly talk the child through what is happening

• staff may only use the minimum force necessary to achieve the desired result

• where possible, force should not be used unless or until another responsible adult is present to support, observe and call for assistance.

• as soon as is practicable the headteacher must be informed

• there should not be an 'audience' of adults or children – if necessary remove the rest of the class /group

• it should only be used for as minimal time as possible

Following an incident

• the Headteacher must be informed as soon as it is practicable

• an incident form will be completed by all adults present

• when they are calm, the child will be spoken to for their version of events

• a restorative conversation is encouraged

• the parent will be informed

• the other children may be distressed so will need an explanation and reassurance

• children who have required restraint will have a risk assessment and individual positive handling plan and positive behaviour support plan.

• it may be necessary to inform other agencies e.g. children's services, behaviour team

• on return to class the child will have a 'fresh start' and the incident will not be referred to again following a restorative conversation. It will be necessary to discuss the behaviour plan.

5.3 Staff authorised to use force

• all teachers and staff who are authorised by the headteacher to have control or charge of pupils automatically have the statutory power to use force - **but may only using the minimum force necessary to achieve the desired result.** The trained staff and a member of SLT should be called for at the earliest opportunity.

• visitors, volunteers and those without control or charge of pupils are not authorised to use force and should immediately notify the member of staff in charge of the class / group / child.

• All staff receive training on 'Step On'. This promotes positive behaviour strategies within the school. It provides guidance and practical advice to developed an understanding of the safe and effective use of every day non-restrictive physical intervention.

• 'Step Up' builds on the principles of Step On and teaches safe, medically assessed restrictive physical intervention techniques. Only staff that have received 'Step Up' training are able to use the techniques within school. These trained individuals include the Headteacher, the Deputy Head teacher and the SENDCo.

5.4 The benefits of adopting the Steps approach are apparent at a range of levels and include:

• Children and young people are supported to be successful and are therefore more likely to be included (exclusion decreases, achievement and other positive outcome measures increase)

• Staff have a shared expertise, tailored to the needs of the organisation (improved staff confidence and wellbeing, increased effective responses to the needs of the individual child/young person)

• Expertise in organisations is sustained.

• Organisations can take more responsibility in terms of effective responses to difficult or dangerous behaviour (cost effective for schools)

• The number of, and the need for, restrictive physical intervention is reduced

6.0 DISSEMINATION, MONITORING AND REVIEW

6.1 Dissemination

The behaviour policy will be discussed with new staff as part of their induction.

Training needs will be identified through existing monitoring systems and performance management.

Staff will be given regular opportunities to discuss issues relating to behaviour management.

All staff receive annual training on 'Step On' (positive handling, de-escalation and relationship building training as per Buckinghamshire LA guidelines).

6.2 Monitoring and evaluating

The Headteacher will monitor behaviour incidents annually and analyse records with regard to age, gender and ethnicity.

Staff will regularly evaluate impact of rewards/sanctions systems with children. Staff will review behaviour management practice annually.

Parents and pupils have an opportunity to make comments about behaviour in the regular surveys.

Review

The policy will be reviewed by the governing body every year.

Appendix 1

'Safe Space' Guidelines for use.

Safe spaces have been created in school for children who are experiencing extreme emotional upset who are at risk of harming themselves or others. The safe spaces will provide a calm environment free from stimulation that will enable the child to calm down away from the glare of their peers.

It is important that all school staff understand when, how and why the safe spaces is used and that it is used consistently and according to these guidelines. Failure to do so will compromise its effectiveness and may contravene the law. It is extremely important to note that use of the safe spaces is not a punishment and should never be referred to as such to the children or among staff. It is a safe space for calming down.

Who will use the spaces?

The spaces have been created for children who are experiencing extreme emotional upset who are at risk of harming themselves or others; they are likely to be angry and may be aggressive. Staff will be aware that the child can exhibit this behaviour.

When will it be used?

The space will be used as part of their positive behaviour support plan. Parents will have been informed that it is part of the strategy. Children will have been introduced to the strategy when they are calm.

When a child is experiencing an extreme emotional upset an adult will suggest they go to one of the safe spaces. See the 'how' procedure.

Children will only be in the safe space for as long as it takes to calm down. An adult will remain with them. When a child has visited the safe space, a record should be made on CPOMS. At no time should a child be locked into a room or left unaccompanied.

How to use the Safe Spaces:

1	When a pupil has been identified as having emotional outbursts that are potentially dangerous to themselves or others the parents should be informed and a behaviour strategy plan should be written. The SENCo and Headteacher should be involved in this decision and the writing of the plan.
2	When the child is calm they should be talked through the plan and what to do if they are angry. They should be shown the safe spaces and its use should be explained. 'If you are angry /upset you can choose to come to this room to calm down. If you are angry and upset but haven't chosen to go to the room a grown- up will remind you to come to this area. It is a safe space where you can calm down. When you are calm you will be able to return to your class.'
3	If a child chooses to go to the safe space a teaching assistant should go with them, if none is available a message should be sent to the school office so that an adult is available to supervise them.
4	If a child is having an extreme emotional upset and hasn't chosen to go to the safe space a TA (or if one is not available the Headteacher) should speak to the child calmly reminding them that they can go to the safe space to calm down. 'remember you can go to the safe space to calm down ' or 'It would help you to calm down if you went to the safe space.' The child should be accompanied to the safe space.

5	If a child will not leave the classroom adults will manage the exit from the classroom using their 'Step On' training but will not remove to the safe space. Once away from the classroom they will remind the child they can go to the safe space. If the child still refuses they will issue an instruction that they are taking them there. 'I am taking you to the safe space so that you can calm down.'
6	Once in the safe space an adult should remain with the child. The child should not be spoken too as, when distressed, they will not be able to process what you say. The adult should remain calm and quiet and periodically remind the child 'I am here when you are ready'(a child specific script as included in their positive behaviour support plan)
7	When the child is calm thank them for calming down, if it is appropriate ask why they were upset. Explain why their behaviour was inappropriate and unacceptable. Remind them of the correct action to take rather than getting angry. Tell them they can go back to class. Prepare them for how to enter the classroom. Go with them and help them settle i.e. tell them to tell the teacher they are back, settle them in the right place, help them find the activity they should be doing.
8	Record that they were in the safe space on CPOMS. Tell parents they were in the safe space and why.
9	Depending on the needs of the child, a reflective time will be given to encourage ownership over their actions and positive behaviour support plans will be updated.