



Behaviour and Relationships Policy

“The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.”

Paul Dix (2017)

Rationale

At Henry Chichele Primary School, we believe that all children and adults in our school and community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everyone feels valued, happy and secure.

We are committed to enabling all of our pupils to access their education successfully by regulating the conduct of all pupils. Keeping pupils in control is not an educational aim in itself, but it is a necessary pre-requisite for the achievement of many other educational aims.

This policy is based on the following beliefs:

- Developing the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.
- Providing a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, will enable them to make the right choices.
- Encouraging good behaviour and respect for others aims to prevent all forms of bullying among pupils.
- Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
- Schools can and do make a difference to the personal development of the child.
- Praise and positive reinforcement is more effective than punishment.
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times.
- Good behaviour for learning allows children to work and participate to their full potential, completing assigned work in connection with their education.
- Children should have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success. The positive behaviour management and assertive discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

This policy complies with section 89 of the Education and Inspections Act 2006.

Pupil / Adult Relationship

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital (Dix, 2019). Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the headteacher or member of SLT.

Roles and responsibilities

All stakeholders involved in the school have a role to play in promoting positive behaviour in school. These can be found listed within Appendix A.

General Behaviour Expectations

It is important to have high expectations for our children while recognising some children have specific needs.

The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

- Show respect and consideration to each other and the belongings of others, regardless of differences
- Behave sensibly around school to ensure safety of all e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking
- Be ready to work to the best of your ability and follow instructions

We shorten these expectations to just three words which form our school rules:

- Ready
- Respectful
- Safe

These rules should be displayed in every classroom.

These expectations are reinforced through regular interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

Routine Setting

Staff should ensure a good routines for their classroom and for when their children are around the school.

Good routines should be in place for:

- Start and end of day
 - How will children be greeted in the morning?
 - How will staff create a positive start to the day?
 - Are opportunities given at the end of the day for reflection and casting forward for the next day?
- Transition times (between lessons, lessons going into break/lunch)
 - Where do children need to store their belongings?
 - When should they pack things away?
 - How do they sit/stand to show they are ready for the next step?
- Lining up throughout the day
 - How is the stress of lining up taken out?
 - Register order?
 - Turn taking?
 - How do the children know/remember?
- Moving around the school
 - Where do I walk? To the left?
 - Can I talk and walk?
 - What about if I see my sister in another year group, can I say hello?
- Break and Lunchtimes
 - Where do I play?
 - Who do I play with?
 - What resources can I use?
 - When do I have to pack away?

What do we do to teach and promote positive behaviour?

- **Whole School and Class Assembly Times:** These cover areas such as 'Caring for Others', 'Anti-bullying week', 'How to be a good friend', 'Who to go to if you need help'. Our assemblies are timetabled and focus on our PSHE theme for the term, our three school rules or our 5 school values.
- **SCARF: PSHE Programme** – children have 30-60mins of lessons each week which include strategies to deal with different situations and ways to help regulate emotions. This is taught by the class teacher. There is a plan for the year with themes for each week which will include specific issues relevant to our school and community including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.
- **Whole School days/weeks:** Specific focus days/weeks are used to bring certain aspect a higher profile; these include themes such as Anti Bullying Week
- **School Curriculum** including RE and a thread through themes
- High focus on teachers developing **positive relationships with children**
- Clear and consistent **routines in classrooms**, around the school and in the wider community
- **High expectations** from staff about conduct in class and around the school

- **Clear pathways** when behaviour causes a concern and positive reinforcement for good behaviour (*see appendix C: Approaches to positive recognition and classroom strategies*)
- Establishment of **effective relationships**

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others.

For children with additional SEMH needs we look at the specific needs of these children to determine how we approach the use of personal and public recognition.

The use of public positive recognition (praise, awards and rewards etc.) can, in addition to the desired positive impact on the target children, often have negative impact on all children but especially children with additional SEMH needs.

A full range of strategies used in our school, to recognise positive behaviour can be found in the table in **Appendix C**.

Rewarding good behaviour must be the norm and is the responsibility of all adults in the school. All staff should be pro-active in celebrating ordinary good behaviour overtly and often throughout each day.

Sanctions and Consequences

When children do not follow the school rules, a consequence will be necessary to reinforce that the displayed behaviour was unacceptable. Where possible, these consequences will be natural to the incident. For example, when a child misses learning time due to making the wrong choices, they will need to stay in at lunch time in order to complete the work they haven't completed in lesson.

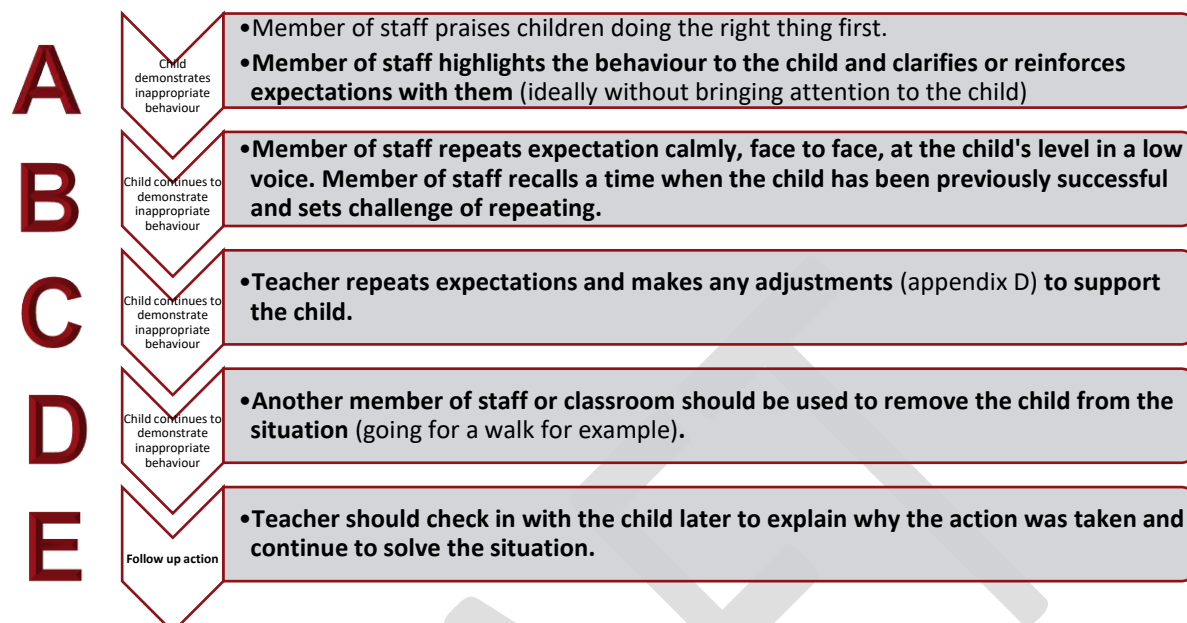
Sanctions need to be consistent and sure to happen in order to be effective. Always endeavour to be fair and honest, be prepared to apologise if you have made a misjudgement – we are all human – children like honesty and fairness. Never give a consequence without following it up. There must be a fresh start every day.

Sanction pathway:

- Non-verbal warning
- Verbal warning
- Adjustment in order to support success
- Removal
- Follow up action

How do we respond to a child showing inappropriate behaviour?

Any behaviour that falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The following is a pathway of what to do:



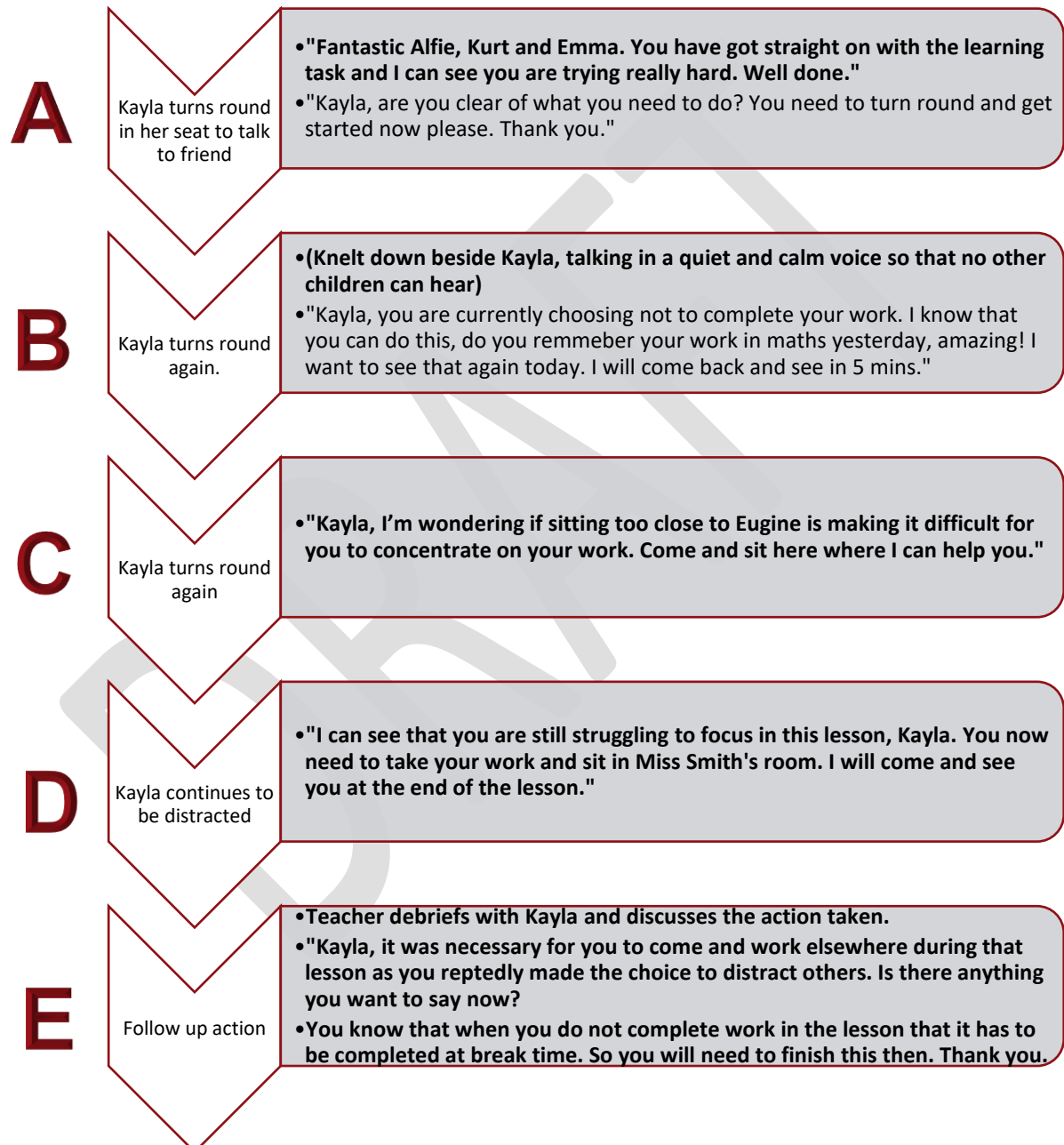
Remember – the most effective approach to support a child is through the relationship with the adult. At all points ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any chances they have made.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

An example:

Below is an example of the above stages in action.

Scenario: in a Year 3 maths session, a child (who we will call Kayla for the purposes of this example) has come off task. The teacher has just led an input and explained the new learning. The children have now been instructed to complete the task. Two minutes into the task the teacher spots that Kayla has turned round on her chair to talk to a friend...



Examples of consequences to some behaviour incidents

Children need the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of consequences that are appropriate.

Incident	Type of response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. <u>We do not force children to say sorry</u>
Incident relating to theft, damage to property etc	Where possible – a natural reparation should be used e.g. clean graffiti off the door, pick up the chairs, repair the display. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem.
The particular activity has been causing issues e.g. <i>football at break time</i>	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity
Child being disruptive in lessons	Child remains in for some or all of the break to catch up with the work that hasn't been completed. If this was in the afternoon, work may be sent home to be completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session. A discussion with parents may also be necessary.

Where possible, consequences should be given on the day and not rolled over into a new day. This gives the child a fresh start the following day.

WHOLE CLASSES SHOULD NOT BE PUNISHED FOR THE BEHAVIOUR OF A FEW.

Reparation / Follow Up Action

After an incident has occurred and action has been taken, it is **crucial** that the class teacher discusses the incident with the pupil on a 1:1 basis to ensure the relationship is not damaged and to set the boundaries again. The teacher will need to be firm with explaining clearly what was not acceptable but this should always focus on the behaviour choices not the emotion. The teacher should be curious about why the child was acting in the way they were in order to support them to be successful next time; however, this discussion can only be held when the child is regulated and thinking rationally.

Further action may be needed after the reparation as explained in the table below. The child should be aware of this and of the reason why the action is necessary.

Incidents that are categorised as amber or red incidents need further action. Examples of these are below:

	Yellow Incident	Amber Incident	Red Incident
Description	Incident that has not caused harm to others but is inappropriate	Minor breach of school rules which act as a teaching point for future behaviours	Major breach of school rules. Incident that intentionally causes harm to another individual or causes serious risk of harm to self or others
Action	<ol style="list-style-type: none"> Record incident on Arbor giving severity 1 	<ol style="list-style-type: none"> Record as an incident on Arbor giving severity 2 Child misses recreation time to repair the behaviour if natural to the incident. Other consequence may be necessary. 	<ol style="list-style-type: none"> Record as an incident on Arbor giving severity 3 Child misses recreation time to repair the behaviour if natural to the incident. Other consequence may be necessary. Incident reported home to parents After two red incidents, a risk assessment must be completed and longer term consequences/plans put in place to mitigate against risk. Share outcome with parents. Three red incidents in a 6 week period would trigger a strategy meeting with class teacher, member of Inclusion Team, parents and child.
Examples	<ul style="list-style-type: none"> Homework incomplete for first time Inadequate work complete for first time Damage to property that may not have been accidental Not being adequately prepared for lesson Low level defiance for first time 	<ul style="list-style-type: none"> Being moved to another area of the school to work due to low-level disruption in the classroom. Low-level antagonistic behaviour against another child Mistreating school or other property Not completing sufficient work Lack of cooperation with peers 	<ul style="list-style-type: none"> Any prejudice based comments racist/homophobic/religious/a geist/gender Comments made that are likely to or intended to cause upset or offence to someone else Theft Physical e.g. punching, kicking, pushing, hitting with object Fighting / rough play Exclusion of peers from games, if intended to cause upset to them Defiance after reasonable request has been specifically directed at the individual by an adult Possession of inappropriate items Ongoing multiple issue in a day

Managing incidents between children

The school is following the best practice outlined in the Restorative Practice approach to behaviour management. The principles of which ensure fairness of approach and allowing all sides to have their say. The aim is always friendly resolution to the problem.

Again, consistency is the key to success. All pupils should be able to rely on the fact that every incident will be handled using the same approach and the same questions. This avoids children from being able to say 'I was not listened to' or 'I tell an adult and they do nothing'.

When de-briefing an incident ensure you are talking to the correct children. Move them away from others to avoid unnecessary complication from others. Allow both parties to answer, without interruption, the following questions (staff have laminated copies available at all times).

Restorative Questions:

- What happened?
- Has this happened before?
- When did this happen?
- How are you feeling?
- How have you been affected?
- Who else has been affected by this?
- What needs to happen to make things right?

The children should come up with the idea of how to move on. A successful resolution would be the children realising what needs to happen and a strategy is developed for the rest of the break/day.

Follow up:

This is an essential element of all behaviour. It is important that a follow up is made between both parties later in the break/day to check that harmony is being maintained. If not, then the approach is repeated.

Concerns with a child's behaviour

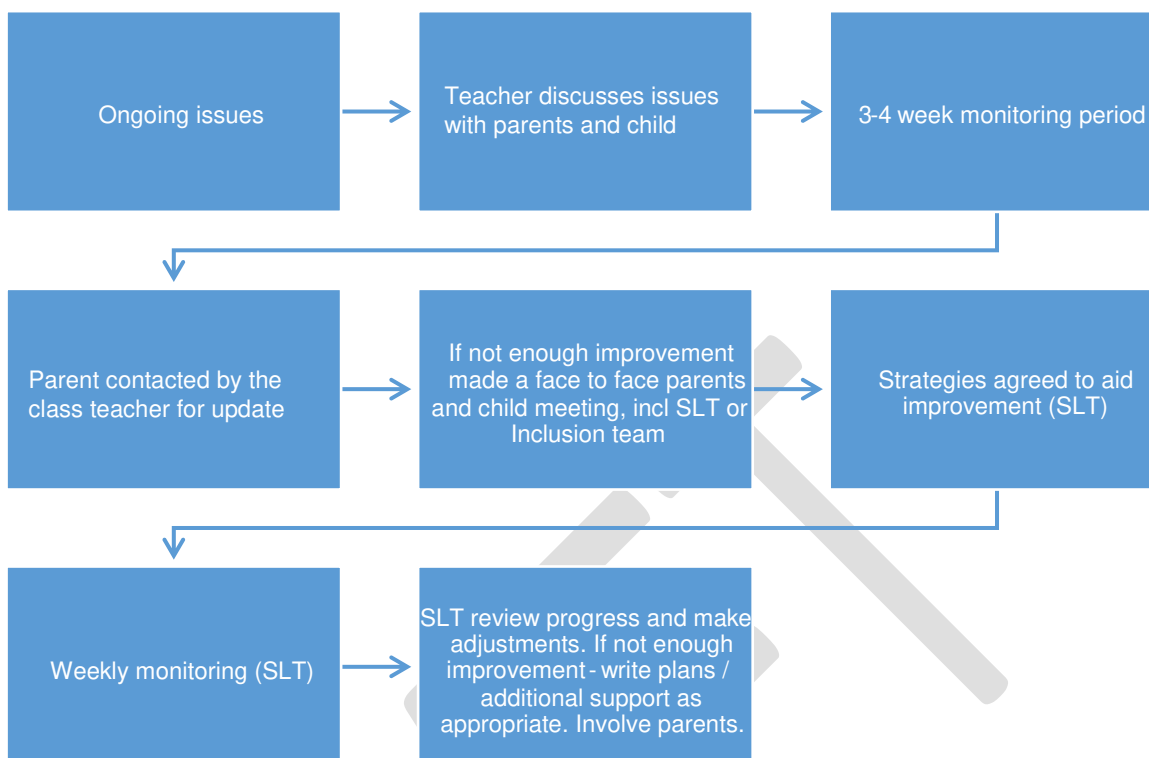
As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on Arbor. Where the teacher feels additional support or action is required to support a child, they should contact the Inclusion Manager to discuss this.

Following the discussion with parents and inclusion manager, the implementation of a behaviour support plan may be required. This should be shared with the child, parents and inclusion manager. The child's behaviour will then be tracked over a set period (approximately 3-4 weeks). At the end of this period the parents should be contacted to inform them of the progress made.

If no improvement is made during the next period a formal meeting will be held between the teacher, child, parent and a member or senior management. A written plan with clear targets for improvement will be written and monitored on a weekly basis.

Regular contact should be made with parents to update them on any further issues or improvements. The child will meet with the class teacher (and inclusion manager if needed) to discuss the issues and agree improvements needed.

In summary:



Major ongoing or serious issues

In all cases where the behaviour is a significant cause for concern a record should be completed on Arbor. This allows a record of the incident to be made and appropriate support and/or reparation to be planned for. Behaviour incident logs are monitored by the DSL team in order for us to identify children having difficulties and may need further intervention.

Arbor reports should be completed by the person initially dealing with the incident. Any other involved staff members can be named on the report and support the writing of the incident statement.

Staff should aim to deal with the incident and the reparations and only escalate this to the leadership team if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe immediate support should be sought from another member of staff or member of the senior leadership team.

The Class Teacher/Phase Leader should be made aware of any incidents which have been recorded on Arbor. When an incident occurs, a judgment is made by the Teacher/ Member of SLT as to whether the parents of the perpetrator(s) and/or victim(s) need to be informed, taking into account the severity of the incident, any continuing difficulties the incident is likely to cause and the child(ren)'s history of involvement in such incidents.

Sometimes an incident occurs in which the member of staff feels it appropriate for it to be recorded, but following investigation or an evaluation of the incident this may be logged as **INFORMATION ONLY** – which is retained on file but not included in the behaviour tracking.

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Inclusion Manager to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Support Plan (BSP), shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND and Inclusion Policy).

Bullying

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

We firmly believe bullying is wrong and can damage individual children. We endeavour to prevent it, by having a school ethos in which bullying is regarded as unacceptable.

We aim to produce a safe and secure environment where all can learn without anxiety.

We aim, through our Anti-Bullying Policy, to have a consistent school response to any bullying incidents that may occur.

We will make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

All issues are fully investigated and appropriate action taken. Pro-active measures are in place to help all children deal with the issues surrounding bullying. These are delivered through a wide range of strategies including circle time, and PSHE activities – in class, with individuals, in groups, and in assemblies. For further information on the role of the Headteacher, Class Teachers, Governors and parents please see our Anti-bullying policy.

Use of exclusions

These are only used as a last resort and where the safety or effective working of the child(ren) class/ school would be compromised. Wherever possible the use of learning mentors, Inclusion team or SLT are utilised to deal with any significant issues.

Internal and external exclusions are sometimes used if returning a child back into the class setting may result in significant further disruption to their or others learning – or a significant incident has occurred which requires immediate investigation measures to be put in place to prevent a recurring event.

We follow the DFE guidance of: *“Exclusion from maintained schools, Academies and pupil referral units in England” (September 2017)*. We also work with the Education and Inclusion Partnership team within the Local Authority to ensure all other options have been explored first.

Any decision to permanently exclude a pupil from our school will be made by the Headteacher.

Appendices

Appendix A: Roles and Responsibilities

Appendix B: Break and Lunchtime systems

Appendix C: Approaches to positive recognition and classroom strategies

Appendix D: Examples of classroom approaches when dealing with behaviour and Pathway of need

Appendix E: Behaviour Incident Form (BIFs)

Appendix F: Minor and Major incidents list

Appendix G: REMOVED

Appendix H: Supporting children with Social Emotional Mental Health needs

Appendix I: Use of reasonable force and screening pupils

Appendix J: Governors' statement

Appendix K: The power to discipline beyond the school gate

Appendix L: Pupil allegations against staff

Appendix M: Specific circumstances - School trips/visits/swimming/PE:

Appendix N: Useful Reading

Appendix O: Case Study – example

Appendix P: Anger Iceberg

APPENDIX A: KEY ROLES AND RESPONSIBILITIES:

Role	Responsibilities
All staff	<ul style="list-style-type: none"> All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding. Shouting and shaming should never be used and will not be tolerated. Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising. Staff use the Key principles outlined in this policy to support the needs of all our pupils.
Specific Roles	
Teachers	<ul style="list-style-type: none"> Ensure parents are contacted when: <ul style="list-style-type: none"> a child is having ongoing issues there has been a 'one off significant issue' <p>Where possible the teacher should do this in order to have the ongoing dialogue. On some occasions a member of SLT will liaise with parents for significant one off issues.</p> <p>For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.</p>
Learning Mentors	<ul style="list-style-type: none"> Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having. Provide support in class and at break and lunchtimes Provide 1:1 or group work to support emotional health needs and mindfulness
Senior Leaders	<ul style="list-style-type: none"> Lead the ethos of this policy Ensures the policy is implemented effectively Ensures effective training for staff Oversees the specific needs of pupils across the school Provides support to staff, pupils and parents as necessary Links with outside agencies to offer additional services Line manager for the learning mentors Ensures that all tracking and reporting of incidents and additional needs are up to date
Head Teacher	<ul style="list-style-type: none"> Lead the ethos of this policy Is the only person authorised to exclude a child
Parents	<ul style="list-style-type: none"> Inform the school of any concerns (Class teacher, SENCO (IM), AHT, HT) Have an open dialogue with the school Support the school when needing to get further support
Governors	<ul style="list-style-type: none"> Setting down these general guidelines on policy and of reviewing the effectiveness of this Duty to consider parents' representations about an exclusion

APPENDIX B: BREAK AND LUNCHTIME SYSTEMS

At lunchtimes children have access to a range of support to help them have a happy and successful break. Every lunchtime children have access to:

- Large outdoor space including shelter, quiet areas and sports games areas
- Playground resources
- Library (by pass only)
- Learning mentors
- Lunchtime staff
- Teachers when appropriate
- Senior Leaders

Lunchtime supervisors should follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; use of wondering questions; listening to the children; use of time in not time out.

If there are ongoing concerns about the behaviour of a child at dinner time the lunchtime supervisors seek support from the class teacher in the first instance in order to plan strategies for future lunchtimes.

The use of 'bans' from certain activities should not be used e.g. bans from football. However, if what the child is doing causes an issue then the child may be asked to leave the pitch for a short period or stand with a member of staff to help resolve the situation. This should be for a period long enough for the child to be helped to regulate and not as a punishment. **See football case study – child A (Appendix Q)**

Any immediate and significant concerns about a child must be brought to the attention of a member of senior staff.

Lunchtime recording of incidents

Level 1 and Level 2 concerns shall be feedback to the class teacher to be dealt with by the class teacher. The class teacher shall have a conversation with the child and set expectations reiterating respect for lunchtime staff. If a significant concern (Level 3) is raised this will be passed to a member of SLT to deal with; and Arbor must be completed.

Level:	1	2	3
Concern:	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required / incidents (<i>Arbor Completed</i>)
Examples	Low level answering back Shouting out in the dinner hall Reminder to do the right thing	Low level repeated answering back e.g. "Miss, That's not fair – why can't we..." Disruptive Repeated Shouting out in the dinner hall Repeatedly, not following instructions General pushing and shoving/ physical Running off	Fighting Swearing Bullying
	Feedback to class teacher. Class teacher shall have a conversation with the child and set expectations reiterating respect for lunchtime staff	Feedback to class teacher. Class teacher shall have a conversation with the child and set expectations reiterating respect for lunchtime staff	Complete Arbor and feedback to class teacher

When dealing with incidents, lunchtime supervisors should follow the principles set out in this policy. If more support is needed, help should be sought from a member of the senior leadership team.

End of break/lunch

- The whistle is blown to signal the end of break and staff go out to the playground to greet children
- Staff on duty remain until all children are with their teacher

APPENDIX C: APPROACHES TO POSITIVE RECOGNITION AND CLASSROOM STRATEGIES

At Henry Chichele we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

We ensure that systems are not based on control through bribery or over use of rewards. Consequences are steered towards those that are natural e.g. graffiti is cleaned up

Blanket class sanctions – e.g. whole class staying in or being held behind are not used.

The following table lists our various approaches to positive reinforcement and recognition. Any additional approaches must be discussed with the Head Teacher. If in any doubt about any aspect of this – support must be sought from the head teacher.

Strategy	Purpose	What it looks like	Key notes
Individual			
Use of children's work as an example	To celebrate the child To help promote learning	Sharing of work on the board. Reading out of child's work.	Be mindful of using the same child all the time.
Classroom praise – public/private	To give feedback/celebrate the child To help promote learning / conduct	Specific feedback (see feedback policy) <i>"James, super clear reading – your use of intonation for the characters really helped me to understand how they were feeling at different points in the story."</i>	This can be public or private dependant on the circumstances and the individual needs of the children. Often, private can be most effective. Be mindful of using the same child all the time.
Stickers	To give instant recognition for work/behaviour	Staff gives sticker to child and says why / leaves sticker in books. Brief comment written in book to record what the sticker was given for.	Keep an eye out for children who are not getting any stickers. Children should not use this as a comparison to each other or ask for stickers. This will need to be explained to the children. Sticker cards, if used should not be on display. Must not be used as a bribe (" If you do.... then you will get a sticker ") or consequence (" You would have got a sticker if you had / hadn't..... ")
Notes home	Encourages home school link	A note home from the teacher to a parent gives personalised praise for children. These are sent home with the children.	
Phone call home or face to face contact at end of day	Encourages home school link Enables the sharing of successes	Phone call home.	This is a very powerful way to give that special news or information and enables effective relationship building between school and home. It is beneficial if all calls home are not for negative reasons.

Strategy	Purpose	What it looks like	Key notes
Individual			
Recognition Wall/Space	Attention to positive behaviour first – ‘faming’ positive behaviours rather than negative	Recognition board displayed in every classroom along with the children’s headshot. When a child deserves individual recognition, their headshot shall be moved to the recognition board and the adult shall explain why. Recognition board reset each day.	Once a child has been placed on the recognition board, they cannot be removed until the end of the ‘session’. It is not to be used as a basis to other rewards e.g. if the whole class get on the recognition board then we shall get an extra 5 mins play. This puts too much pressure on the one or two children that may not get there or undermines it if they end up getting on the board for very little.
#HotChocFri Hot Chocolate Fridays	To reward over and above achievement	Children given a hot chocolate Friday invitation in celebration assembly for going above and beyond and join the head teacher for hot chocolate on Friday.	Not all children will be promised to receive this. This is a particular above and beyond achievement. Can be awarded twice to a child in a year but be mindful of how close and that it is over and above achievement.
WOW Award	To recognise personal achievement	Class teacher selects one child per week to be awarded the WOW award. This award is shared in celebration assembly with the teacher giving a verbal reason why the child has been selected for the award this week.	Every child will have the opportunity to achieve the WOW award over the year.
Celebration Assembly	Parents are invited to share in the celebrations	Weekly assembly to share good work, effort and positive attitudes and behaviour Assembly also includes other celebrations: <ul style="list-style-type: none"> - Home awards - Sporting awards - #HotChocFri invites - Music (e.g guitars) 	Every child will have the opportunity to be in one of these assemblies. Children must know that at some point in the year they will receive a WOW award. <i>(recognise individual who this may be difficult for or who may not want this type of recognition – for these look at an approach that is appropriate – liaise with Inclusion Leader and parents)</i> Must: <ul style="list-style-type: none"> - recognise the here and now achievements - be generic in terms of language used e.g. has achieved well (rather than got 20 out of 20 or a certain level) Must not: <ul style="list-style-type: none"> - indicate any previous negative issues - specific results that could be used as a comparison to other children - comparison to how children were before

Strategy	Purpose	What it looks like	Key notes
Individual			
Head Teacher badges/ stickers	To provide positive recognition for hard work/ kindness	Child is sent/ brought to the HT office to show good work or for doing a good thing. A child is given and badge / sticker / stamp	Ensure a good mix of all pupils get the chance to bring good work/ achievements. Must not: <ul style="list-style-type: none"> - make an over public 'announcement' in the class - be used as a 'bribe' e.g. "if its great we can show it to ..."
'Caught You!' Notes	To provide positive recognition for hard work/ kindness	Given by members of SLT to all children across the school. These would be given when a member of SLT visit a classroom and notice a child achieveing/working extremely well.	Reason should be explicitly explained to the child but briefly noted on the back of the note
Head Teacher Award	To recognise a particular outstanding contribution to school life or outstanding act of courage, bravery, moral duty	Award given out (usually in the final Celebration assembly of the school year)	Nominations from staff are sought at any point during the year. Quite a rare award.

Strategy	Purpose	What it looks like	Key notes
Group/Class			
Work on display	To recognise children's work and celebrate all children's work – regardless of ability	Children's work on display. Every child has some work on display (unless they have asked for it not to be)	School ethos is to accept children work at different levels and that this is okay. Must: <ul style="list-style-type: none"> - Ask children if it is okay to display their work. (This can be done as a general start of the year and/ or as and when work is to be displayed.) Must not: <ul style="list-style-type: none"> - indicate a level or mark
Praising groups	To promote positive expectations and behaviour	"Great yellow table – all settled down to work well"	Must not be linked to any aspect of competition, points or prizes Must not to be used to shame/name the individual tables that aren't. WHY? Some children may struggle with organisational skills and need support with this rather than be criticised by peers for 'losing' points etc for them!

<p>Class points system (e.g. Marble in the Jar)</p>	<p>To promote and celebrate whole class achievements (Behaviour, performance, values etc)</p> <p>Catch the class in the moment: “Great cooperation in PE today – well done – add a marble to our jar”</p>	<p>Staff or class teacher awarding 1 ‘marble’ to a class for collective good behaviour (lining up, walking around school, conduct on a trip, entering/leaving assemblies or great work together for a lesson)</p> <p>Class to agree the rewards at the beginning of the year (things such as, going to the park, cooking etc)</p> <p>There will be no time limit to collecting the class points. The target will be set by the teacher and the class will work towards it over time.</p>	<p>Must not be used to identify any group or individual who have ‘stopped’ the class getting a ‘marble’ WHY? Reduction in self-esteem and/or blame from other children / child shamed.</p> <p>Must not Be used as a bribe (“If we do.... then we will get a marble”) or consequence (“You would have got a marble if you had.....”)</p> <p>There is no specific ‘amount’ that is required for each class to collect.</p>
<p>Collecting in of results e.g. tests</p>		<p>Teachers collect in results from children and give out results to children individually. Teachers should emphasise that all learning is about individual progress and not about comparing to others.</p>	<p>Must not ask children to call out results</p> <p>Must not give out results publically.</p>

**The above takes into account the individual needs of children and where a child has any specific needs regarding praise and public recognition – we work with the child and family to ensure the approach is matched to the child.*

Positive recognition highlighted in green in the above table should be recorded on Arbor as a positive behaviour which has linked positive points awarded.

APPENDIX D: EXAMPLES OF CLASSROOM APPROACHES WHEN DEALING WITH BEHAVIOUR

Level:	1	2	3
Concern:	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required
Teacher response or actions	<p>Re-focus child</p> <p>Quiet word</p> <p>Offer of support – “You okay, do you need anything”</p> <p>Cue name – “Bob – all okay?”</p> <p>Nip in the bud: “James, you’re talking and we are working quietly in this lesson.”</p>	<p>Direct an adult or give extra support (staff presence for the child/ containment)</p> <p>Wondering question: James, I’m wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”</p> <p>Distraction/ Redirection: James – please pop next door and ask Miss if I can borrow a xxx – Thanks.</p> <p>Supportive move: “James, I can see that being in this room at the moment is not allowing you to concentrate. Pick up your things and take them into Mrs Smith’s classroom. I shall come and see you in 10mins.”</p>	<p>Name the need: You’re very cross because you wanted to go in the ipad group. I can see that is hard. Everyone will get a go this week.</p> <p>What you need options:</p> <ul style="list-style-type: none"> - Learning break - Busy box - Learning mentor in class - go and see someone - work in a different place

If a child is requiring significant support in the lesson and the teacher is unable to effectively continue the learning for the class another adult must be called for (Learning Mentor or member of senior leadership team). However, this is not so that the member of SLT solves the issue. The class teacher must solve the issue at the end of the lesson by coming back to the child. This will ensure that the relationship between the child and teacher is kept positive and that the child does not see this as the teacher ‘cannot manage their behaviour’.

Involvement of Parents

Building up positive relations with parents is vital in being able to work together in supporting a child having difficulties or where an incident has occurred.

For most children (unless there are specific safeguarding concerns) teachers should liaise directly with the parents if they have concerns about a child’s behaviour. This should be via face to face or phone call in order to ensure there is a dialogue about the child/ incident. This is then recorded on Arbor.

Talking to parents at the end of the day can often be tricky or embarrassing for the child or family. Teacher should avoid approaching parents at the school gate which can lead to the ‘walk of shame’.

Pathway of needs

Using an example of a child having some difficulties in class – these are the key considerations and actions to be taken:

Concern level	Universal	Additional	Complex and Significant
Description	General low level concerns or single significant incident (No known additional needs incl SEMH)	Ongoing concerns	SEND / SEMH underlying specific needs OR Ongoing concerns – little or no improvements
Approach	If you don't already know - explore the history of the child including any previous incidents or key information – by checking Core pupil information, Pupil chronology, talking to previous staff, learning mentors or Inclusion leader	If you don't already know - explore the history of the child including any previous incidents or key information – by checking Core pupil information, Pupil chronology, talking to previous staff, learning mentors or Inclusion leader	Strategy meeting held with: - Class teacher - Learning mentor - Any external agency in place - AHT (Inclusion) - Parents - Child
	Talk to the child to establish any issues – including the use of 'wondering' questions	Class teacher arranges a meeting with parents, to include a learning mentor. Discuss issues and agree a plan of action/ support	Further support plan put in place with clear actions and timelines for review.
	Set and agree expectations Class teacher contact parents where appropriate	BSP completed if needed and implemented (Possible use of external support)	BSP written and child added onto SEND list
	Regular monitoring and discussions with child (and parent if appropriate) including praise for success	Regular monitoring and discussions with child (and parent if appropriate) including praise for success	
	If not improved enough – move to ' additional needs '	If not improved enough – move to ' significant needs '	

APPENDIX E: BEHAVIOUR INCIDENT LOG ON ARBOR

When a significant incident has occurred, it needs to be recorded on Arbor. From the home page, select 'log behaviour incident' and complete the form that pops up:

The screenshot shows the Arbor system interface for Henry Chichele Primary School. The 'Log behaviour incident' option in the Quick Actions menu is circled in red. The 'Log New Behavioural Incident' form is open, showing the following fields:

- Date of Incident*
- Event
- Time of Incident*
- Students Involved*
- Behaviour
- Assign to staff member* (Scott Dainty (Head Teacher))
- Incident summary
- Staff involved (Scott Dainty (Head Teacher))
- Location
- Create as separate incidents

Buttons: Cancel, Next

Ensure to give as much detail in the incident summary as possible but be careful not to name any other child.

On the next screen, you will be asked to assign the incident to a member of staff. This is only needed if another member of staff i.e. SLT took on the case and further follow up is needed. Otherwise, you can assign the incident to yourself.

When you have saved the incident, you will be taken to the child's profile page. Here you will see the button for 'take action'. This is where you record any consequences given. They are named as 'detentions' on Arbor but please use this area to record any follow up actions you have taken. If the appropriate action is not listed, choose 'follow up' and this will give you an open text box to explain the action taken.

Amber and Red incidents have an automatic workflow assigned and appropriate members of staff will be alerted to the incident occurrence. The child's behaviour points will also be amended with the correct amount of points appropriate to the behaviour. This will be available for parents to see (when the system is launched in Sept 2021).

APPENDIX F: MINOR AND MAJOR INCIDENTS LIST

Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property eg. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils e.g. pulling 'funny' faces, trying to attract their attention.
- General behaviour around the school building e.g. Running in the corridors, talking in assemblies
- Daydreaming
- Not having PE kit (refer to PE leader if persistent)
- Isolated shouting out e.g. an answer
- Not doing sufficient work / lack of co-operation with peers □ Eating in class

Major incidents might include:

- *Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist comments
- *Gender based comments e.g. "you can't because you are a girl..."
- Verbal/written e.g. swearing (in any language), making comments intended, or likely, to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property, including graffiti on school books
- Physical e.g. punching, kicking, pushing, pinching, hitting another person with an object
- Play fighting / rough play
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items e.g. weapons, drugs, inappropriate images □ Ongoing multiple issue in a day

**All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident. The principles within this policy are used to explore and deal with this situation.*

Our online system is completed for these incidents. This is then used for tracking of incidents and official reporting; this is looked at regularly to ensure any regular victims, perpetrators or trends are identified, and support can be given as required. Parents are always notified when these incidents occur.

APPENDIX H: SUPPORTING CHILDREN WITH SOCIAL EMOTIONAL MENTAL HEALTH NEEDS

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practice, Equal Opportunities, Disability Act.

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Don't take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

How we support the universal needs of all pupils:

- Use of natural consequences rather than 'punishments'
- High Structure (Strong routines and boundaries) High nurture
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour

- Engaging children at an emotional level
- Regulate our own emotions - Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic commentary
- Access to a trusted adult to speak to
- Understand that any traumas in a child's life can impact on behaviour

How we support children with additional SEMH needs:

In addition to the above we have package of therapeutic support for specific difficulties.

Children having difficulties are identified through members of staff, parents or other children raising a concern, or as a result of school tracking showing that there is a change in behaviour(s).

Following the identification of a child with additional SEMH needs, we:

- Meet with staff, child and parents to explore the issues and develop a plan or approach (A key approach is non-judgemental listening)
- Observe the child in lessons incl review of approaches to teaching, classroom environment, access to learning and relationships

Following this, support will be given in a range of ways

Approach	What looks like	Purpose
Regulation times	Access to: <ul style="list-style-type: none"> - A quiet area/member of staff - Soft play area - Pastoral Room - Physical / Sensory activities 	Enable children to regulate before going into class before school/ after break/dinner etc.
Self-Elected withdrawal	Child can ask teacher to leave the room to go to a specific place e.g. library. NB: Child may be angry – use limited talk or discussion. This is likely to be a strategy that has been discussed and planned for.	Enable children to develop skills to recognise their own dysregulation and remove themselves from the situation. Enables an adult to be close by and support the child to regulate – where needed and when the child is ready.
Anger management groups	1 to 1 or small group work working with a member of support staff trained in anger management (volcano in my tummy). Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.	Support child in developing approaches to managing these feelings.
Sensory Assessment	Use of sensory checklist	To identify sensory needs and triggers in order to develop provision for that child.
Targeted Support	<ul style="list-style-type: none"> - In class support - Transition support from activities/ break etc - Small 1 to 1 or focus groups - Daily / regular check ins - targeted support in the playground 	Provide overall support for children's mental health and emotional needs in order to reduce anxiety

Individual Support Targets	Short term targets for pupils to address a specific issue. Written with the child and usually reviewed at the end of each lesson/ break. <i>(For some children the use of a sticker/comment is used for each session – this must be agreed with the Inclusion leader before being introduced)</i>	This approach is not suitable for all children – especially those with more complex needs or trauma and should only be used following discussion with the INCLUSION Leader.
In class amended provision	Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the child Child working on floor rather than at a table	To help children remain regulated in order for them to access learning.
External Support or assessments	A range of support: Malachi (Emotional Health Support) ADHD Nurse School Nurse CAMHS Educational Psychologist Communication and Autism Team	To provide a range of assessments and support for more complex needs – including individual assessment and family support.

APPENDIX I: USE OF REASONABLE FORCE AND SCREENING PUPILS

As a result of our approaches to supporting the needs of children with additional needs it is very rare that the use of force is required. If a situation does occur, staff will use every possible solution to deescalate the situation and avoid having to resort to any physical contact in terms of managing a behaviour. Early help from a member of SLT or trusted adult of the child is vital in supporting a difficult situation.

The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in the most extreme circumstances.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on the Behaviour Incident Form and must be reported immediately to the head teacher. A record of these incidents is kept by the Head Teacher.

Screening and searching pupils

Taken from the *Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016)*, there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' and the **'Power to search without consent'**

At Henry Chichele, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – via phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

APPENDIX J: GOVERNORS' STATEMENT:

As required by the guidance from the Department for Education on "**Behaviour and discipline in schools - Guidance for governing bodies**", the following is a statement of general principles in '*determining measures to promote good behaviour and discipline amongst pupils*' DFE, p2

The **Henry Chichele Primary School Governing Body** believe that children behaviour well when they feel safe and secure and believe that behaviour is an expression of need. We strongly guide the school to develop approaches that reflect this belief and support the pupils to develop their emotional well-being. We also expect the school to provide effect support for pupils with difficulties.

In addition, we ask school to provide clear guidance for their staff on:

- a. Screening and searching pupils
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

APPENDIX K: THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

As a school we will respond to concerns regarding children's behaviour outside of school which could:

- have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Pupils, Parent's and Staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident.

APPENDIX L: PUPIL ALLEGATIONS AGAINST STAFF

We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We deal with any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

For further details, please refer to our safeguarding policy.

APPENDIX M: SPECIFIC CIRCUMSTANCES - SCHOOL TRIPS/VISITS/SWIMMING/PE:

Following the guidance of the Equality Act 2010, we endeavour to provide all children with full access to the school curriculum: this includes educational visits and trips.

If a child has significant difficulties where an activity may pose additional risks for that child or the safety of others – we will work closely with staff and parents to develop a plan of support in order for the child to attend the trip and ensure the best possible outcome for all involved. This may involve for example: additional staffing, different modes of transport, amended visit time/structure of the visit.

APPENDIX N: USEFUL READING

For further reading on the principles that have guided this behaviour policy, we recommend the reading of:

Dix (2017) When the Adult Changes, Everything Changes

Hewitson (2021) If you can't reach them, you cant teach them

APPENDIX O: CASE STUDY – EXAMPLE:

Child dysregulates when playing football – kicks someone

Football case study – child A

For 2 consecutive weeks, Child A had been physically aggressive towards others playing football. Despite support from LMs and AHT, Child A had initiated 2 other incidents in the playground. The child was then advised that to take part in football for the next week, he would need extra adult supervision from a LM but this could not be for the whole session. This was then arranged and a LM supported him for 15 minutes of football time. The child then spent the rest of the lunchtime in the Pastoral room. This was discussed with Mum and Child A prior to football who agreed it was the best action and was in the best interest of all the children. A risk assessment was also put in place in order to ensure the safety of others and this was shared with staff and parents and reviewed regularly.

APPENDIX P: ANGER ICEBERG

We should always aim to look beyond what we see and aim to identify what the underlying reasons are for the 'anger'. Only then, can we hope to help the child and make more longer terms changes.

Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

Angry

embarrassed, scared, grief, shame, tricked, overwhelmed, frustrated, depressed, disgusted, distrustful, grumpy, stressed, attacked, rejected, helpless, guilt, trapped, nervous, anxious, trauma, annoyed, exhausted, disrespected, unsure, envious, disappointed, lonely, offended, uncomfortable, worried, insecure, regret, hurt

The Gottman Institute

The diagram illustrates the concept of an 'Anger Iceberg'. The visible tip above the water is labeled 'Angry'. Below the waterline, a large collection of other emotions is hidden, including: embarrassed, scared, grief, shame, tricked, overwhelmed, frustrated, depressed, disgusted, distrustful, grumpy, stressed, attacked, rejected, helpless, guilt, trapped, nervous, anxious, trauma, annoyed, exhausted, disrespected, unsure, envious, disappointed, lonely, offended, uncomfortable, worried, insecure, regret, and hurt. Two red circles highlight 'overwhelmed' and 'disgusted' in the hidden section. Red lines connect these circles to explanatory text on either side of the iceberg.