



**“I came that they may have life, life in all its fullness.”**

**John 10:10**

Opportunity Fulfilment Service

# **St John’s C of E Primary School**

## **BEHAVIOUR POLICY**

Author:	Michelle Boylan
Ownership:	Quality of Education Committee
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## **OUR VISION**

**“I came that they may have life, life in all its fullness”.**

**John 10:10**

Our vision for our school is built on this quotation from the Gospel of John.

At St John's Church of England Primary School, Lemsford we are striving to be a community in which everyone is enabled to have a full life centred on God's love: a life of opportunity, fulfilment and service to others.

### **1. Our School Rules:**

Our School Rules are firmly embedded in our shared Christian Values. They are taught in our Values Collective Worship, are displayed around school and are referred to frequently throughout the school day:

**Be the best learner you can be** (Autumn 1 Hope and Aspiration)

**Be kind and helpful** (Autumn 2 Peace and Understanding)

**Be honest and take responsibility** (Spring 1 Wisdom and Truth)

**Be inclusive and be a good friend** (Spring 2 Love and Forgiveness)

**Be respectful of others, our school and our environment** (Summer 1 Dignity and respect.

**Be a positive role model** (Summer 2 Courage and responsibility)

## 2. Pro-social Behaviour

At St. John's we model and expect kind, polite, helpful behaviours that help everyone in our school community feel seen, safe and valued, this in turn sets the tone for everyone being able to learn. This starts with the Headteacher greeting the children and parents at the school gate each morning and continues with staff on the playground at pick-up time. Extending a warm welcome to our families means that our communication is open and staff are available to discuss any issues informally or to make appointments for a meeting if necessary. In line with our shared Christian Values, it is our aim to be able to discuss even the most difficult issues with dignity and respect and that once an issue has been dealt with appropriately, all parties will move forward with forgiveness.

**Universal Provision:** behaviour support for all pupils

This policy has been written following staff training in Therapeutic Approaches to Behaviour and with the understanding that all behaviour is a form of communication. We seek to understand the behaviour and **to teach and support pro-social skills wherever possible.**

This may be through:

- direct teaching in our PSHE lessons
- teaching naming emotions (EY/KS1) and use of the 5 Point Scale and Blob Tree throughout KS1 where children identify what they are like at different levels of the scale and what helps them to regulate. (see Appendix)
- whole school Values Collective Worship,
- targeted small group provision,
- informal conversations around school as situations arise.

Staff will model pro-social behaviours at all times upholding our Values and look to highlight and give praise when they are seen in our pupils, using opportunities to use children as role models such as:

- class learning partners
- Young Leaders
- Y6 Buddies
- House Points, Merits, personalised reward systems, weekly Celebration Assemblies and Beacon Pupil awards which are shared in our Newsletters.

We are an inclusive school and will always investigate behaviour to understand any potential underlying reason (eg. A SEND need or home circumstances), this would then be incorporated in and supported by a child's Provision Plan if necessary.

### **3. Anti-social Behaviour**

This is behaviour that causes disruption to the learning, wellbeing or our school environment. Where such behaviour is linked to an underlying SEND need, this will be supported by that child's Provision Plan or EHCP, a Risk Reduction Plan may be in place and consequences will be appropriate to that child's needs.

#### **Protective factors in place:**

- Individual Provision Plans, EHCPs, Risk Reduction Plans, 1 Page Profile detailing potential triggers and signs to look for and strategies to support.
- Staff know our children well and those working closely with children with particular needs will be using a Risk Reduction Plan or strategy to support regulation, for example a personalized 5 Point Scale.
- Sharing of information between parents and school, information on any vulnerable children or reoccurring situations shared at weekly staff briefings. Confidential information shared with limited staff via CPOMS.
- All staff ready to use a De-escalation script.
- Staff dealing with incidents will give limited choices and seek to de-escalate the situation (see appendix), using praise when a good choice has been made.

#### **Consequences for Anti-social behaviour**

Consequences will be appropriate to the child's age and development and will support the child in saying sorry or repairing the situation.

When dealing with anti-social behaviour, staff may use a range of tools:

- Staff will use positive phrasing and give limited choices (see appendix)
- Ask the child to identify which of the school rules has been broken and look at ways for restore the situation
- Talk through the consequence of their action and what would be different had they made a better choice (see appendix)
- Discuss how and why to say or show that they are sorry (see appendix)

- If there has been an incident at break or lunch, the member of staff will let the child's class teacher know. The class teacher may also speak to the child if they feel it necessary and at their discretion, may speak to the child's parent at the end of the day – this is particularly important if a pattern of behaviours is emerging.
- The incident may also be shared at briefing if it is thought that behaviour needs to be tracked.

#### **4. Difficult and Dangerous Behaviour**

This is behaviour that will predictably result in imminent injury or serious harm; this includes harm to self or others (either intentional or not) and damage to property. Responses from staff to this behaviour will be appropriate to the needs of the child and will need to be adjusted to their emotional state, ie. low demand language, few repeated, clear instructions, pause/repeat to allow for processing. The aim of the staff response is to de-escalate the situation quickly and safely, allowing the child space to calm and stop the behaviour.

When a child has been dysregulated, it is important to remember they will need time and possibly support to regulate again before they are able to discuss what has happened. This time and support will be extended where there is a SEND need linked to the behaviour, and may require specific strategies.

#### **Protective factors in place:**

- Individual Provision Plans, EHCPs, Risk Reduction Plans, 1 Page Profile detailing potential triggers and signs to look for.
- Staff know our children well and those working closely with children with particular needs will be using a Risk Reduction Plan or specific strategy to support regulation.
- Sharing of information between parents and school, information on any vulnerable children or reoccurring situations shared at weekly staff briefings. Confidential information shared with limited staff via CPOMS
- All staff ready to use a de-escalation script.

#### **Strategies to respond (see appendix)**

If dealing with an incident, a staff member will alert another member of staff to support.

- When dealing with an incident, staff will be aware of their own triggers and take a moment to recognise and manage their own feelings before supporting the child.
- Staff will keep at a safe distance, staying to the side of the child and keeping the situation as low-arousal and demand as possible. If other children are close by, they will be quietly moved to another area.
- Using a low tone, staff will use the de-escalation script and direct brief directions: ie. put the stick down.
- Once the child has regulated enough, the staff member will offer something to help regulate further – a drink/snack/ walk or climb outside. For a child where there is SEND linked to the behaviour, staff will offer something known to regulate, ie. a sensory item.

### **Following an incident:**

- Once the child has regulated, a restorative discussion will take place with the child and a trusted adult in a way that is developmentally appropriate. They may use resources to support the conversation - see appendix
- A consequence will be put in place that is appropriate to the child's age and development.
- Where harm has been caused, there will be a discussion about how to say or show that they are sorry.
- The behaviour may be tracked using a ABC chart if helpful
- The incident will be recorded on CPOMS
- Relevant, useful information will be shared with all staff.
- The parents of the child will be contacted and the incident and any consequences shared.

### **5. Recording and Communication**

- Class teachers will be kept aware of any incidents which occur outside the classroom and are responsible for monitoring and tracking their classes behaviour. This is supported by the Head, Deputy and SENCO as necessary.
- Any behaviours forming a pattern or causing a concern will be recorded on CPOMS. the school's internal recording system for monitoring safeguarding, child protection, SEND, behavioural and pastoral issues. This allows information to be quickly and confidentially shared with the relevant staff. All logged incidents are seen by the

Senior Management Team (Head, Deputy and SENCO) who are also the Safeguarding Team.

- Relevant information on children will be shared at Staff Briefings and Staff meetings weekly.
- Incidents will be shared with parents at the end of the day at the class teacher's discretion, difficult or dangerous behaviour will always be recorded on CPOMS and shared with parents and may require a more formal meeting to discuss strategies.
- Staff may use ABC charts, Anxiety Mapping or Risk Reduction Plans to record or monitor behaviour, these will be shared with parents and strategies to support will be agreed.
- Where behaviour is persistent and being monitored and supported, parents will be kept informed and a more formal meeting will be held to discuss progress and ways forward.

Where a child is not responding to support or strategies in place, further advice will be sought from Outside Agencies, if this still does not resolve the issue, the Head will consider next steps which may include Fixed Term or Permanent Exclusion.

## **6. Support from Outside Agencies**

School has access to a range of Outside Agencies to support and signpost around behaviour needs. These currently include our School Family Worker, DSPL5: triage meetings, Nessie therapy, advice or outreach from the Behaviour Hub. We also regularly share signposting for parents in the form of local, free courses and workshops.

## **7. Fixed Term and Permanent Exclusions**

Where difficult or dangerous behaviour is persistent and the child is not responding to support or strategies where these have also been sought from Outside Agencies, it may be that a Fixed Term or Permanent Exclusion is the only option. In this case, County and Government guidelines will be followed.

The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for head teachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, exclusions will not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then fixed term and permanent exclusions will sometimes be necessary as a

last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments as well as allowing the school to assess an individual pupil's needs and plan for their return in the case of a fixed term exclusion.

A fixed term exclusion will mean that a pupil is temporarily removed from the school and this may be for a specific part of the school day e.g. lunchtime.

A permanent exclusion will mean that a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher (or a designated teacher in their absence) can exclude a pupil on disciplinary grounds.

Please see the following documents for more information about suspension and permanent exclusion:

[Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement \(DfE\)](#)

[Exclusions Guidance \(HCC\)](#)

## **8. Ratification**

This statement was ratified by the Governing Body

**Signed**

**Chair of Governors**

**Date:**

## Appendix

### Strategies for dealing with Anti-Social, Difficult or Dangerous Behaviours

Positive Phrasing	Examples:
<p>Clear, uncomplicated, unambiguous instructions delivered with clarity.</p> <p>Tell the child what they should do (not what they should not do)</p> <p>Using 'please' will suggest an element of choice so is used for low-level behaviours.</p> <p>Using 'thank you' suggests that the adult expects the child to comply.</p> <p>Processing time will take longer for a child in a difficult situation so it is important to pause and repeat keeping the same wording.</p>	<p>Stand next to me (thank you)</p> <p>Put the pen on the table</p> <p>Walk in the corridor</p> <p>Stay in your seat</p> <p><i>Move your game to that area of the playground please</i></p>
Limited Choice	Examples:
<p>Often following on from Positive Phrasing and should give pauses to allow take-up time for the child to process and comply.</p> <p>A choice allows the child to feel an element of control and so may help to de-escalate the situation.</p> <p>Both choices must be available and acceptable to the adult ie. We are going inside, would you like to walk with me, or a friend?</p>	<p>Shall we talk here or in the library?</p> <p>Put your pen in the box or on the desk.</p> <p>Are you going to sit on your own or with the group?</p> <p>Are you starting with your sentence or a picture?</p>
De-escalating the behaviour	Examples:
<p>Anti-social behaviour needs to be given as little interaction as possible, while waiting to empower (interact with) any pro-social behaviour as soon as it is seen.</p> <p>No unnecessary verbal communication.</p> <p>Low tone of voice, as few words as possible and low demand language.</p> <p>Adult waits at a safe distance, to the side, not in the way of an exit or in eyeline.</p>	<p>You can listen from there.</p> <p>We can carry on when you are ready.</p> <p>You look like you feel..... you can take some time to feel calm again, I'm going to wait here.</p>

<p>After an amount of quite time, a distraction or brief, manageable instruction may help. Remember de-escalation can take a considerable time, once the child is regulated enough, the adult can offer support to further regulate – a drink, snack, movement, a known strategy.</p>	<p>Your bottle is there if you need a drink. You look like you might be hot – you can take your jumper off.</p>
<p>Therapeutic Response</p>	<p>Script:</p>
<p>The script is to be used in a quiet, calm voice to remove the heat from a situation by creating space and time to pause.</p>	<ul style="list-style-type: none"> <li>-Child's name</li> <li>-You look like you are feeling....</li> <li>-I am here to help</li> <li>-Talk to me, I will listen</li> <li>-Come with me and find a calm place</li> <li>-Try a known strategy</li> </ul>

## **Thinking About Behaviour Choices**

This could be used to draw or make notes together or just as a basis for discussion. If appropriate, the adult should refer to our School Rules and/or Values ie, Was this being a good role model/friend/learner?

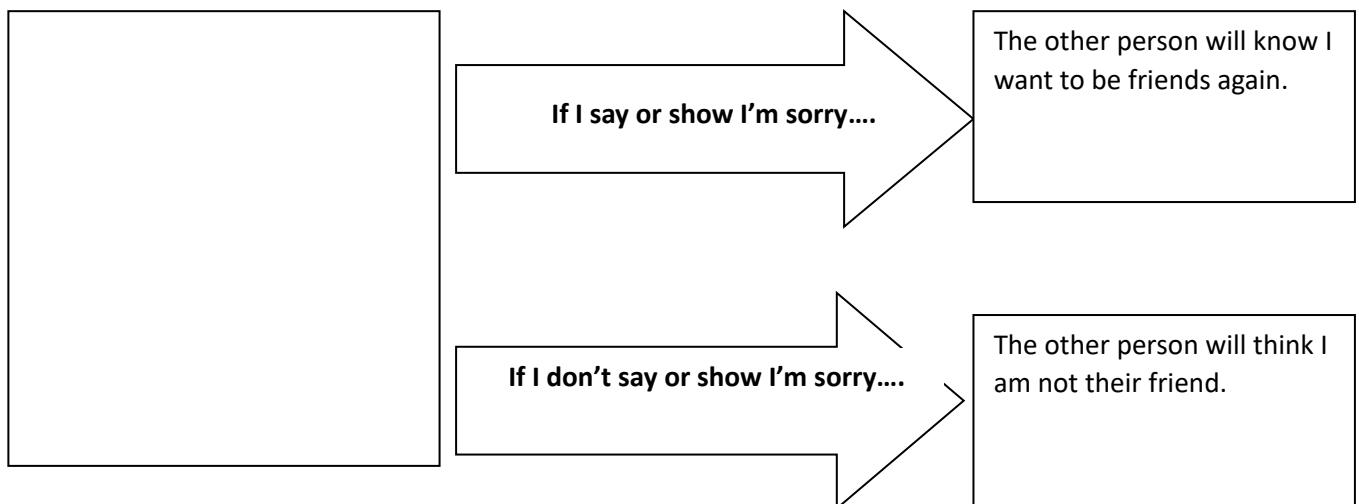
Where difficulties persist or similar situations are repeating, a Class Teacher might use this structure with a whole class, role-playing scenarios and practicing ways to say sorry.

<b>I did this...</b>	<b>So this happened..</b>	<b>The consequence is...</b>
<b>If I did this instead...</b>	<b>This might happen...</b>	<b>And the consequence could be...</b>

## Putting things right

We recognise that being sorry and showing you are sorry can be a hard concept to understand and can take time to process and say or show, especially for our Neurodiverse children. We can support and teach this by giving a choice, either verbally at the time, or 1:1 after an event. For children finding this concept hard, this might be covered as a piece of work looking at ways to say or show sorry.

### **This has happened:**



**5 Point Scale**

	<b>Behaviours</b>	<b>Strategies</b>
<b>5</b>		
<b>4</b>		
<b>3</b>		
<b>2</b>		
<b>1</b>		

## Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion	Conscious	Seriousness	Probability	Severity Risk
	Evidenced	Sub-conscious	Of Harm	Of Harm	Score
	O/E	C/S	A 1/2/3/4	B 1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					

Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely

<b>3</b>	The risk of harm is more likely than not to occur again
<b>4</b>	The risk of harm is persistent and constant

*Risks which score **6** or more (probability x seriousness) should have strategies listed on next page*

## Individual Risk Management Plan

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**