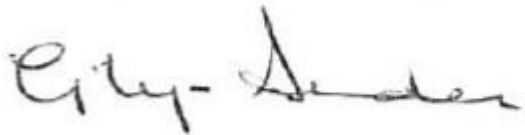




Behaviour Policy and Procedures

This policy applies to all staff and children at Peel Common Junior School

Date written	Autumn 2023
Review date	Autumn 2024
Chair of Governors signature	

At Peel Common Junior School, all children have the right to learn and adults have the right to teach.

Rationale.

Effective behaviour management is underpinned by an ethos of mutual respect between all members of the school community. It is an integral part of the curriculum, fostering appropriate and relevant social skills so that children can participate fully, with enjoyment, in the life of the school. It creates a firm foundation for future social responsibility as they grow and develop into adulthood.

At Peel Common Junior school, we believe that the most effective way to ensure pupils behave in an appropriate way is through positive praise. We believe that pupils should be given good positive attention when their behaviour is what is expected, that pupils are rewarded for choosing the right behaviours and that there should be clear, consistent steps to be followed when pupils choose the wrong behaviours.

Our aims and principles.

At Peel Common Junior school, we believe that there should be a safe, secure environment for learning and behaviour. We emphasise the principles of mutual respect, co-operation and fair treatment in our discipline practices. Our behaviour policy is based on praise and promoting positive behaviours.

We believe that:

- All adults have the right to teach and all children have the right to learn.
- There should be a positive ethos where children will respect each other and feel safe within school.
- Children need to develop an understanding of what good behaviour looks like, be encouraged to be self-regulating and accept responsibility for their actions.
- All adults in school have a responsibility to model appropriate behaviour.
- Negative behaviours will be addressed by all staff.
- Good role models and positive behaviour should be recognised and praised.
- Unacceptable behaviour will incur sanctions.

We believe that positive behaviour reinforcement is a crucial means of ensuring a safe and secure environment for learning and behaviour. The main principle of behaviour management is developing a positive relationship with the children in the class. All adults are encouraged to use positive methods when dealing with children. Below are some of the common methods used in the school:

- Extrinsic rewards such as stickers and certificates are awarded for good behaviour. Phoenix assemblies can be used to share good learning behaviour with the rest of the school.
- Use of non-verbal and verbal praise.
- Opportunities to share good work/behaviour with a member of the SLT such as the Head teacher.
- Some classes choose to have systems which praise good class behaviour, leading to a whole class treat at the end of half term.
- Cards used by Mid-day supervisors to praise good lunchtime behaviour (based on the school rules)
- Text messages and postcards are used to inform parents of good behaviour.

- House points can be awarded to children who model good behaviour as they move around the school. Some children prefer to receive house points than stickers.
- Using corrective management techniques when dealing with children.

Fundamental school rules and expectations for classroom rules.

The values of the school were discussed and agreed with the involvement of the whole school. They are as follows:

At Peel Common Junior school we:

Show kindness and are caring

Belong to our school community

Explore and discover the World around us

Have confidence in ourselves

Show respect for everyone and everything

There are 5 school rules which will be displayed in every classroom and around the school. Adults will reiterate these rules when sharing good behaviour and correcting poor behaviour.

Peel Common Junior School Rules:

- **Be caring and let everyone take part**
- **Be kind to ourselves and others.**
- **Always treat others with respect.**
- **Keep ourselves and others safe**
- **Always have a go and try new things.**

It is expected that each class creates a list of class rules at the start of the Autumn term using the school rules. A copy of these rules are to be displayed in the classroom and referred to by the adults in the room. The rules should be written using positive language for example 'keep your hands and feet to yourself' rather than 'don't hit'. It is important that the language of choice is used when discussing behaviour with children.

These rules should be reiterated at the start of each half term or any period of absence from the classroom.

Consequences.

It is important that throughout behaviour management, children are clear about what the consequences will be if they break the rules and make an incorrect choice.

Consequences can include missing time from break or lunchtime and completing a reflection activity, phone calls home and moving to another class to complete work.

Sanctions

All classes should have a class charter, which are linked to the school's ethos, values and learning behaviours, which are decided upon at the start of each year and are referred to throughout the school year, along with the school's accepted school rules. Please ensure that PPA behaviour is included as part of the class charter. The class charter will also support the behaviour board. Please spend time at the beginning of the year and at the start of each term reviewing the behaviour board and how children can be moved from board to board. It is not appropriate that children are moved down the board.



In instances when children have misbehaved and it has been judged that they fully understood that what they chose to do was wrong, a consequence must be received. The consequence must be proportionate, in line with the age and development of each child; it must be explained to the child and linked to the behaviour.

When deciding on a consequence, it is important to be consistent and fair. Consider the severity and whether it was a continuation of persistent negative behaviour that could form a pattern. Remember, the behaviour could be telling us something hidden that may need to be unpicked and addressed.

For individual incidents adults working with pupils will follow these actions:

1 Talk - brief investigation into the incident and confirm pupil is aware of expectation. Discuss coping/calming strategies with pupil. Ensure all communication is clear and concise with appropriate language and visual prompts where possible. Teacher is clear with expectations for behaviour following this first interaction.

2 If the pupil still does not make the correct choices, child misses time at the end of the session to reflect upon their actions. A Reflection log is completed and reviewed with an adult, teacher or ELSA.

3 If the pupil has still not been able to correct their behaviour then a consequence will be issued. Consequences can be missing playtime or part of lunchtime to make up work, time spent in another class or work sent home with parent at the end of the day. A phone call

home to inform parents of the behaviour can be made at this point and a record using the ABCCD format should be added to CPOMS.

4. Should the behaviour continue to escalate, a card is sent to a member of SLT to support the teacher or adult. A phone call home can be made at this point to inform parents of the behaviour and to seek their support. Parents may be called into school to assist with a “reset”.

Lunchtime behaviour:

At lunchtime, it is expected that the same rules and values are upheld by the midday supervisors and remembered by the children.

All midday supervisors should carry positive behaviour cards which can be given out to children who show positive behaviours during lunchtime. Stickers may be given out for good manners and eating in the dinner hall.

Training has been provided to all MDSA so that they can follow the structure for supporting children during lunchtimes.

All MDSA to use the following language when dealing with incidents at lunchtimes:

1. Listen to what the child has to say.
2. Acknowledge their feelings, “I can see that you are feeling...”
3. Encourage them to solve the problem with you, ask them what you can do to help them?
4. Create a solution to the problem and ask them if they are happy with the solution.

All MDSA to be aware of flash points and triggers for certain children, use the walkie talkies to inform others who may be closer to the children so that they can intervene.

If these behaviours are seen:

Step 1 Verbal warning is given to the child, being clear which unacceptable behaviours have been seen.

Step 2 If this is repeated or poor behaviour continues, child to stand next to the MDSA or the Lead MDSA (CPe) for 5 minutes.

Step 3 if behaviours continue or behaviour includes deliberate physical interactions (kicking, hitting, pulling with an intent to hurt etc) a message is sent into the school (HT office) and **Class teacher** is sent out to retrieve the child. The rest of playtime is missed completing a Behaviour review sheet and discussing it with CT and a phone call is made home that evening or parents are informed on the playground. Please record this on CPOMS.

Step 4 Class teacher and SLT create a plan to support the child with positive playtimes. This could include a playtime skills group or spending playtimes completing activities with an adult. Parents to be informed of this plan.

Exclusions:

The Governing Body of Peel Common Junior School recognise that there may be occasions when the school will need to consider excluding a pupil from school. When excluding a child, the Headteacher will follow the DfE guidance "Exclusion from maintained schools, Academies and pupil referral units in England" ensuring that all statutory and legal requirements are met and that the exclusion is "lawful, reasonable and fair".

In line with guidance, exclusion will be considered in the following circumstances;

- 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

The exclusion of a child is a serious matter and at all times would involve serious consideration and appropriate re-integration.

Explanation of processes for significantly disruptive behaviour.

Where a pupil's behaviour is causing concern, teachers will add incidents to CPOMS to identify where and when a child struggles to follow the school rules. This written record will inform discussions with parents, identify patterns and support the EHCP process, if required.

Where children's behaviour is a concern, parents will be asked to come in to school to discuss the next stages with the classteacher and a member of the SLT. An IBMP may be written if necessary.

In cases of extreme behaviour, de-escalation techniques (see appendix 3) should be used by the adults in order to diffuse the situation. In cases where de-escalation does not work then the child may need to be escorted to a time out space. Here they will be left while they calm down. An adult will always be present outside of the room. After they have received time out and they have calmed down, the child will discuss the behaviour with the adult and return to the classroom. In some cases, this may not be possible and the child's parents will be called to remove their child. An exclusion may follow and the IBMP may be rewritten in order to cater for the changes in behaviour.

Key members of staff have received team teach training and they should be the only ones to restrain a child. However this may not always be possible, so team teach trained staff may instruct untrained staff in safe restraint techniques in order to remove the child to a safe place. A list of team teach trained staff is to be found in the restraint policy.

Children with Individual Behaviour Management Plans

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of factors. We work from the understanding that we achieve fairness by meeting each child's individual needs rather than

by treating every child the same. Whilst we don't use this to excuse inappropriate behaviour, we do seek to understand the reasons behind the behaviour.

An IBMP (Individual Behaviour Management Plan) sets out agreed strategies for children who have continuing needs. These plans are based on a wide range of evidence gathering. Such plans are usually generated by the SENCo and the class teacher and will involve the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made. **All key adults who come in contact with the child will be made aware of the IBMP.**

Safeguarding:

When reviewing behaviour, we will also consider whether there is cause to suspect that a child is suffering, or likely to suffer, significant harm. Where we feel that this may be the case then staff will follow the procedures set out in the school safeguarding policy and in the statutory DfE guidance Keeping Children Safe in Education 2022. Further guidance can be found in the Peer on Peer abuse policy and the Bullying policy.

The Designated Safeguarding Lead for Peel Common Junior School is Mrs Zoë Dudley (Head teacher) and the Deputy Designated Safeguarding Leads are Mrs Sarah Alden (Assistant Head teacher and SENCO) and Mrs Claire Osborne (HSLW).

Use of Reasonable Force:

The staff at Peel Common Junior School have the power to use reasonable force to prevent pupils from;

- committing an offence
- injuring themselves or others
- damaging property
- putting themselves in further harm

Reasonable force will only be used as a last resort. If reasonable force is required staff will refer to the school's positive handling protocols. The Physical Restraint book will be completed after an incident where reasonable force has been used.

Bullying

At Peel Common Junior School, we accept that children will fall out with one another at times and that this is a normal part of growing up and establishing relationships. We define bullying as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability (this definition is taken from the organisation 'BullyingUK'). We believe that such incidents of bullying are best dealt with in a context of close partnership between home and school.

The school has a separate anti-bullying policy and takes bullying seriously.

Appendix : De-escalation techniques.

Solving problems and resolving conflicts.

Often the following strategy can be used by all staff (teachers, teaching assistants and lunchtime supervisors) to solve a problems and resolve conflicts.

1. Approach calmly.
2. Acknowledge the child's feelings. *I can see that you are*
3. Gather information *Tell me what happened....*
4. Restate the problem *So what happened was*
5. Ask for solutions and choose one together.
6. Be prepared to give follow up support.

However some children will be demonstrating more challenging behaviour, working their way through the assault cycle.

Stage 1: triggers or behaviour indicators.

R.E.A.D : Recognise, Evaluate, Assess and Decide.

Recognise the body language of the child (breathing, facial movements, pupil dilation). When witnessing these triggers, assess the situation, communicate carefully : You talk and I will listen, take a calm stance and calm behaviour, use divert and distract techniques.

Stage 2: more extreme behaviours such as abusive language, low level destruction and challenging language.

Teacher to continue with Stage 1 behaviours, give clear choices and offer them a way to get out with dignity, set clear and enforceable limits.

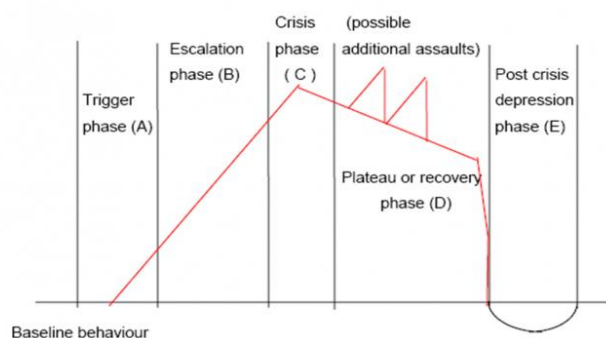
Stage 3: Intent to hurt and use of weapons.

Continue to use the Stage 2 behaviours and guide assertively towards a place of safety. Ask is it me? If so change a face to save a face!

Stage 4: Calm down and debrief.

Continue to use the READ acronym during this time as often children may look as if they are calm but they may still be able to peak again and revert to Stage 2 or 3 behaviours. Have an agreed debrief phrase for example It's over so that the child is clear that they have calmed enough to return to class.

Using the Assault cycle may help to identify triggers and ensure that support is available for the child. A copy of the assault cycle is included below.





Behaviour Reflection Log

Name:

Date:

How are you feeling?



scared



annoyed



angry



sad



worried

What happened?

☐

Not on task

☐

Not following adult instructions

☐

Not using kind words

☐

Being disrespectful

☐

Pushing or hitting

☐

Out of seat or area

What will you do differently next time?

1. What was my behaviour?

2. What were the reasons for my behaviour?

3. How did my behaviour affect others?

4. What is my plan to improve my behaviour?

5. Do I need to apologise to anyone? If so, to who and why?

Pupil:

Teacher:



