

Fen Ditton C. P. School



## POSITIVE BEHAVIOUR MANAGEMENT POLICY

Policy Review Schedule	
This policy was approved	September 2020
This policy will be reviewed	September 2022
Member of staff with responsibility for review	Head teacher

## 1. INTRODUCTION

Our school's central purpose with this policy is to provide an equality of opportunity for all pupils and create an environment for our children to thrive, improve their overall well-being and to create a positive learning ethos. Behaviour is linked to social and emotional development, and teaching children to manage, understand and develop their own behaviours is at the core. Our ethos is one of care and guidance, following the fundamentals of a therapeutic approach (STEPS) to supporting positive behaviours and this document outlines our behaviour management strategies in that spirit. Our approach is about supporting pupils to make positive choices and to develop their self-regulation capabilities, while taking into consideration individual factors that may be contributing negatively on pupils.

At Fen Ditton Primary School we take a positive approach to behaviour management, based on our four school values of **respect, kindness, courage and resilience**. In addition to these values, we aim to be consistent, taking into account individual needs by having a common approach and common language to support pupils.

We try to make the school a happy and secure place for all. We encourage every child and adult to behave in a responsible and self-disciplined manner and to care about the needs and the rights of all others in the school community. We recognise that we are preparing children for secondary school and into adulthood and we will endeavour to develop pupils' social skills across a range of situations. In line with other school policies this document will support the development of pupils' mental health and assist with pupils managing their feelings and emotions.

## 2. PARENTS

This policy is available to all parents and carers and the school is committed to effective lines of communication with parents/cares to encourage consistency between school and home. Our Home School Agreement sets out the expectations and responsibilities of the parents, the pupils and the school. We will also encourage parents to promote our school values with their child. The school will offer strategies to parents, if requested to do so by the parents, on how we can support them to manage their child's positive behaviours outside of school.

## 3. APPROACH AND RESPONSIBILITIES

This policy outlines the purpose, nature and management of good behaviour in the school. It is also part of our commitment to safeguarding pupils at Fen Ditton Primary School and in society. Our approach is to **teach** behaviour through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Planning

- Reward and positive reinforcement
- Positive phrasing
- Feedback and recognition
- Comfort and forgiveness

A therapeutic view will be adopted to aim for positive experiences to create positive feelings. This in turn creates positive behaviours.

We will consider pupils' subconscious behaviour (behaviours that are present without thought or planning) and how we can protect and support the child from any overwhelming experiences or negative feelings. In addition we also consider pupils' conscious behaviours (result of thought and planning) and how we can impact on the pupil's beliefs or values or if there are barriers to accessing their learning.

When a pupil appears to require support to achieve pro-social behaviours we will use the following de-escalation script:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...

The legal responsibility for the discipline of the school lies with the Governors who have delegated the day-to-day management to the Head teacher.

Class teachers have day-to-day responsibility for the behaviour of the children in their classes and share the responsibility for good behaviour of all children in and around school. Teaching Assistants and other staff also have a responsibility towards ensuring children behave well. A caring classroom atmosphere with **positive relationships** between adults and pupils helps to reinforce good behaviour. We expect all members of staff to be respected in the same way by pupils.

All members of the school community are responsible for fostering a happy, caring environment. We will encourage both children and colleagues to do their best, praising their efforts and supporting them in times of need.

We aim for good behaviour at all times. We expect politeness, good manners and care for both people and property. The school values and the Home School Agreement provide the forum for discussion and collective responsibility. Where necessary, class teachers may introduce specific guidelines to meet the needs of the pupils in their class.

If the senior leadership team must introduce short-term measures across part or the whole school to mitigate extremely poor behaviour, they may provide evidence for their actions at the next full Governors meeting.

We actively teach and promote positive relationships and a greater understanding of the world through our PSHE curriculum, Spiritual, Moral, Social and Cultural (SMSC), school values and during assemblies when promoting our cultural capital.

We have high expectations of pupils' behaviour and always endeavour to respond in an effective way to support children to overcome any difficulties managing their behaviour in a more appropriate way.

Parents are expected to support school staff when their child is displaying inappropriate behaviour.

There is a separate Anti-Bullying Policy to address bullying behaviour.

If all barriers to learning have been addressed, we expect good pupil behaviour to include completing the work they have been allocated.

Children with complex needs are expected to follow this behaviour policy but may also have additional behaviour plans or risk reduction plans to support their specific needs. Our response to an incident may be affected by the child's specific needs.

#### **4. HOW WE PROMOTE POSITIVE SOCIAL BEHAVIOURS**

- Recognition of pupils following a school value and displaying positive learning behaviours.
- Verbal praise e.g. "good work", "well done", "Thank you"
- Visiting other teachers/the Head with good work
- Receiving recognition as a whole class for positive behaviour.
- Receiving a house point and/or stickers
- House points celebrated weekly in assembly
- Presentation of an academic or social achievement certificate in assembly
- Lunchtime certificates linked to our values are awarded daily
- Additional activity time or rewards in specific circumstances
- Books awarded in assembly at the end of each half term for termly whole school target achievement
- Medals or certificates for success and school values demonstrated in PE lessons (termly)
- All staff can inform parents of success through verbal feedback, telephone communication or written notes/cards and record in the class behaviour book
- An opportunity to represent the school in competitions.

*The above list of strategies to promote positive social behaviours are used as a step to aim towards pupils demonstrating more intrinsically motivated positive behaviours.*

## 5. STRATEGIES AND CONSEQUENCES

		Protective or educational consequences to promote prosocial behaviours
<b>Low level</b>	<p><b>These are behaviours which are not overtly confrontational or challenging, but are nevertheless interrupting the teaching and learning:</b></p> <p>For example: Wandering about, calling out, interrupting the teacher or teaching assistant when talking to the whole class, disturbing other pupils or teaching, talking when asked not to, silly noises, pushing in line, cheekiness, minor challenges to authority, annoying others,</p>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Offer to support the pupil (consider what triggers the may be)</li> <li>• Remind children of the desired behaviour</li> <li>• Give children choices but not options</li> <li>• Thinking time</li> <li>• Change of seating</li> <li>• Visual warnings/reminders of undesired behaviours</li> <li>• Partial or whole loss of playtime with follow up discussions (restorative and supportive)</li> <li>• Completion of unfinished work or an appropriate amount of work due to time lost.</li> <li>•</li> </ul>
<b>Medium Level</b>	<p><b>Low-level behaviour has not been improved and continuation with anti-social, difficult or dangerous behaviours.</b> <b>It is also behaviour that impacts directly on another student(s) or member of staff</b></p> <p>For example: Persistent low level disruption, swearing, verbal insults, bullying, damaging school property, threats, severe disruption of the good order of the classroom or around the school, prejudicial insults, leaving a specified area without permission, fighting or hurting someone where the trigger is understandable but the hurt is not major</p>	<p><b><i>We aim to provide a range of supportive actions and follow up discussions in addition to the following strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Time out (agreed, <b>short</b> length of time)</li> <li>• Withdrawal for a period of time from playtimes</li> <li>• Written/verbal apology if appropriate to restore relationships</li> <li>• If outside – time sat on bench or spent walking round with the adult may be appropriate</li> <li>• Informal contact with parents by class teacher when any medium level behaviours are displayed and if the same behaviour pattern persists. These behaviours are recorded using the school’s agreed systems. Any parent contact should be recorded in the class behaviour book.</li> <li>• Behaviour report card considered to map anxieties or trigger points</li> <li>• Individual behaviour chart considered</li> <li>• Pupils to spend time in lunchtime reflection room with a member of SLT following repeated anti-social, difficult or a dangerous behaviour.</li> <li>• Repeated visits to the reflection room will often result in an arranged meeting with school staff and/or parents to form a plan to promote pro-social behaviours.</li> <li>• Any consequences given should be linked to the desired behaviours we are aiming for.</li> </ul>

<b>High Level</b>	<p><b>Excessive repetition of previous medium level behaviours or behaviour that physically harms a pupil or member of staff. It also the wilful attempt to damage school or other people's property</b></p> <p>For example: Physical or emotional attack against staff: invading space/ pushing, Physical Assault against a pupil, racist or other prejudicial abuse, persistent bullying, wilful damage to property, leaving the school site during school hours deliberately without permission, need for physical intervention, using a weapon, aggression.</p>	<p><b><i>We aim to provide a range of supportive actions and follow up discussions in addition to the following strategies:</i></b></p> <ul style="list-style-type: none"> <li>• Immediate withdrawal from class or situation – sent to another class or to a senior leader</li> <li>• Any consequences given should be linked to the desired behaviours we are aiming for</li> <li>• SLT involvement</li> <li>• Parents/carers contacted and appropriate meetings arranged</li> <li>• Internal exclusion for part or a whole day with a planned response to promote pro-social behaviours</li> <li>• Individual behaviour plan/meeting with school staff and/or parents.</li> <li>• Consider behaviour plans or a risk reduction plan</li> <li>• Consider use of other professionals to support a pupil.</li> <li>• Persistent high level behaviour could result in a fixed term exclusion</li> </ul>
<b>Most serious level of negative behaviour</b>	<p><b>Excessive high level of behaviour or a serious incident and by remaining in school a pupil would seriously harm the education or welfare of others in the school.</b></p>	<ul style="list-style-type: none"> <li>• Fixed term exclusion (follow the latest exclusion guidance)</li> <li>• Consider contacting the SEND team for further advice or support.</li> <li>• Alternative provision sought</li> <li>• Permanent exclusion</li> </ul>

## 6. PHYSICAL INTERVENTION

The school has a separate Physical Intervention Policy for more detail, but it should be noted that there may be occasions for a member of staff to exercise protocols to guard against injury to a pupil or member of staff by adopting appropriate techniques to prevent harm. These techniques involve using an 'open mitten' or 'closed mitten' to move a pupil away or draw them closer.

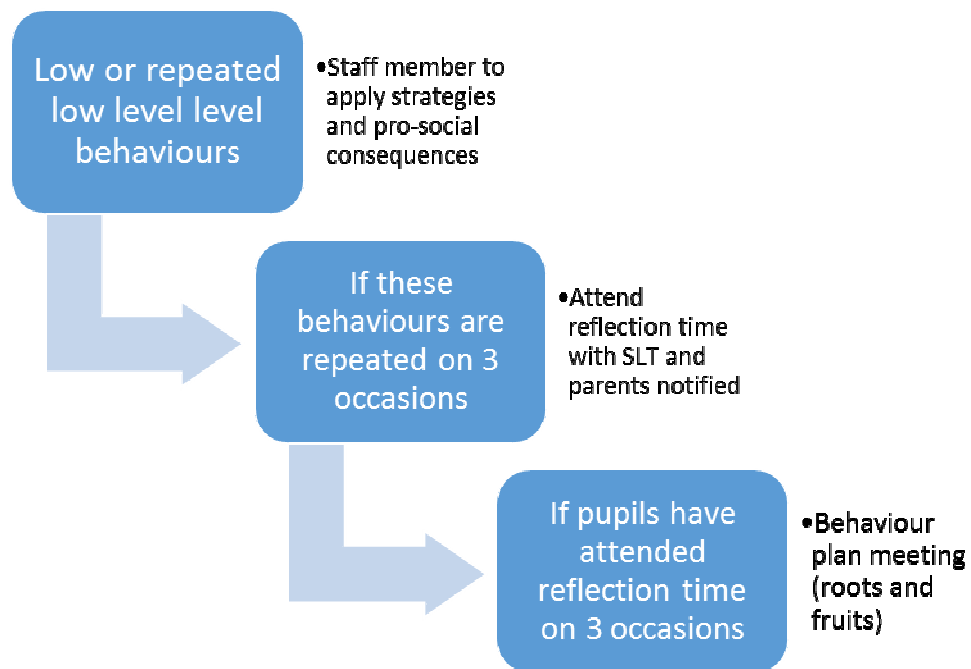
7. Every class should promote pro-social behaviours and the school values in their class environment. This can take many forms, but must be age appropriate and meet the needs of a particular cohort.
8. As a school we follow a **restorative approach** to support pupils to manage their own behaviour appropriately. A restorative approach is a philosophy or guiding principle (not a program or specific activity) that sees *relationships* as central to learning, growth and a healthy school climate for students and adults. There is a focus on building, maintaining and, when necessary, repairing relationships among all members of a

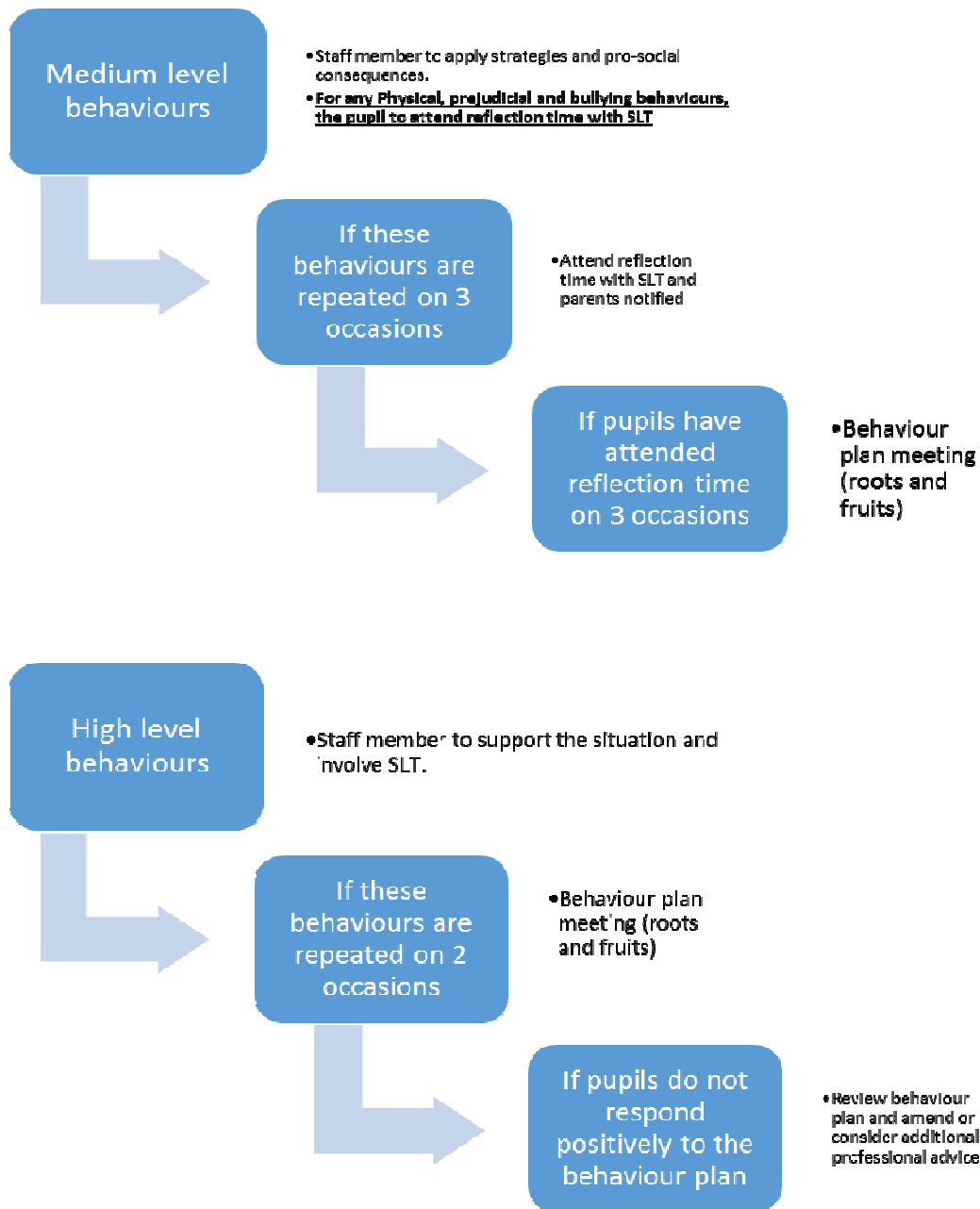
school community. Adults encourage those who have caused harm to acknowledge the impact of what they have done and support pupils to 'put things right'.

The following steps can be used with pupils to support this approach:

- *What happened?*
- *What were you thinking and feeling at the time?*
- *What do you think and how do you feel now*
- *Who has been affected by this?*
- *What's needed to put things right?*
- *How can we make sure this doesn't happen again?*

## 9. Procedures







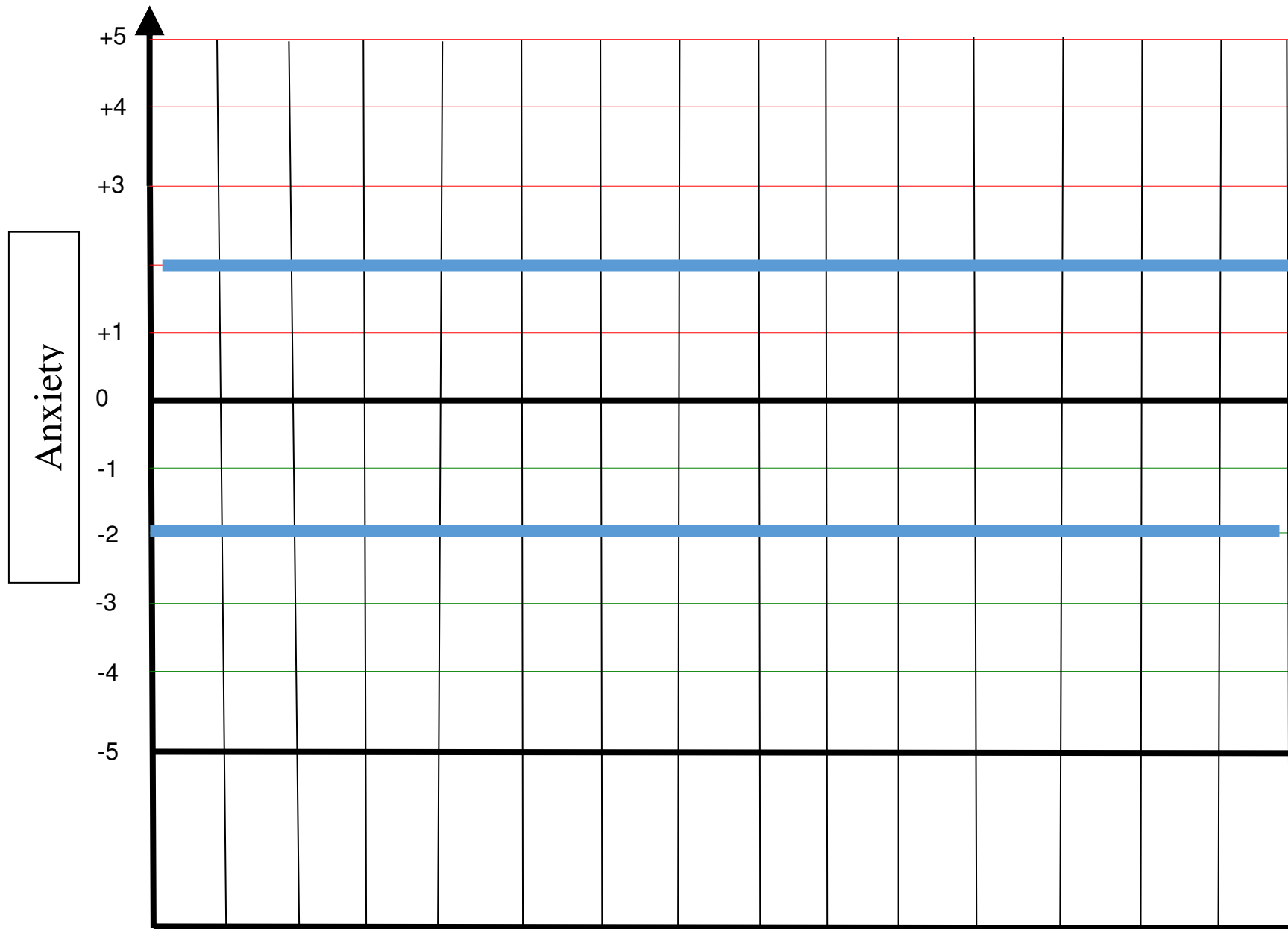
## **10. REVIEW**

The Headteacher and all the staff will review this policy regularly. Any suggested amendments will be presented to the Governors for ratification.

**The school policy has the full agreement of the Governing Body.**

## **Appedices**

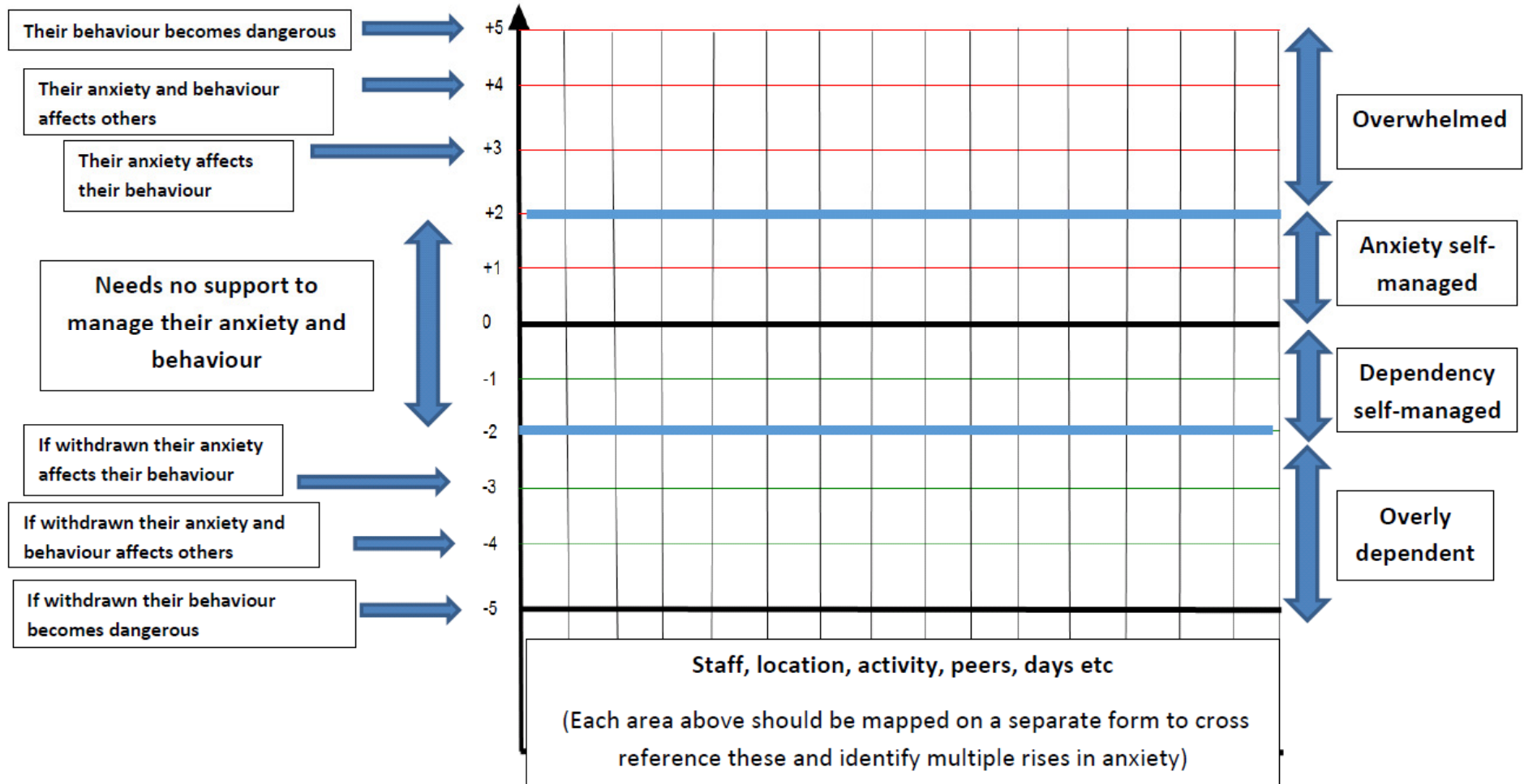
- **Anxiety map tool**
- **Anxiety map guidance**
- **Roots and Fruits tool**
- **Roots and Fruits guidance**



Time / location / staff / activity etc

## Anxiety mapping guidance

### Anxiety Mapping



## Anxiety mapping guidance

### Anxiety Mapping Guidance

By tracking staff, location, activity, peers, days etc. against the student's anxiety we can manage the anxiety based feelings that creates difficult and dangerous behaviours. By completing a variety of anxiety maps we can then cross reference these to identify multiple high anxieties such as a certain adult, who is leading an activity at a certain time meaning it is likely that these 3 rises will result in the pupil being unable to cope.

Anxiety mapping is a tool used over time to collect information to be analysed to understand the feelings and experiences effecting the child or young person. The aim is to predict escalation and prevent it through differentiation or support. They are best completed over at least a week of observation and discussion to ensure the grid is an accurate reflection of the stimulus.

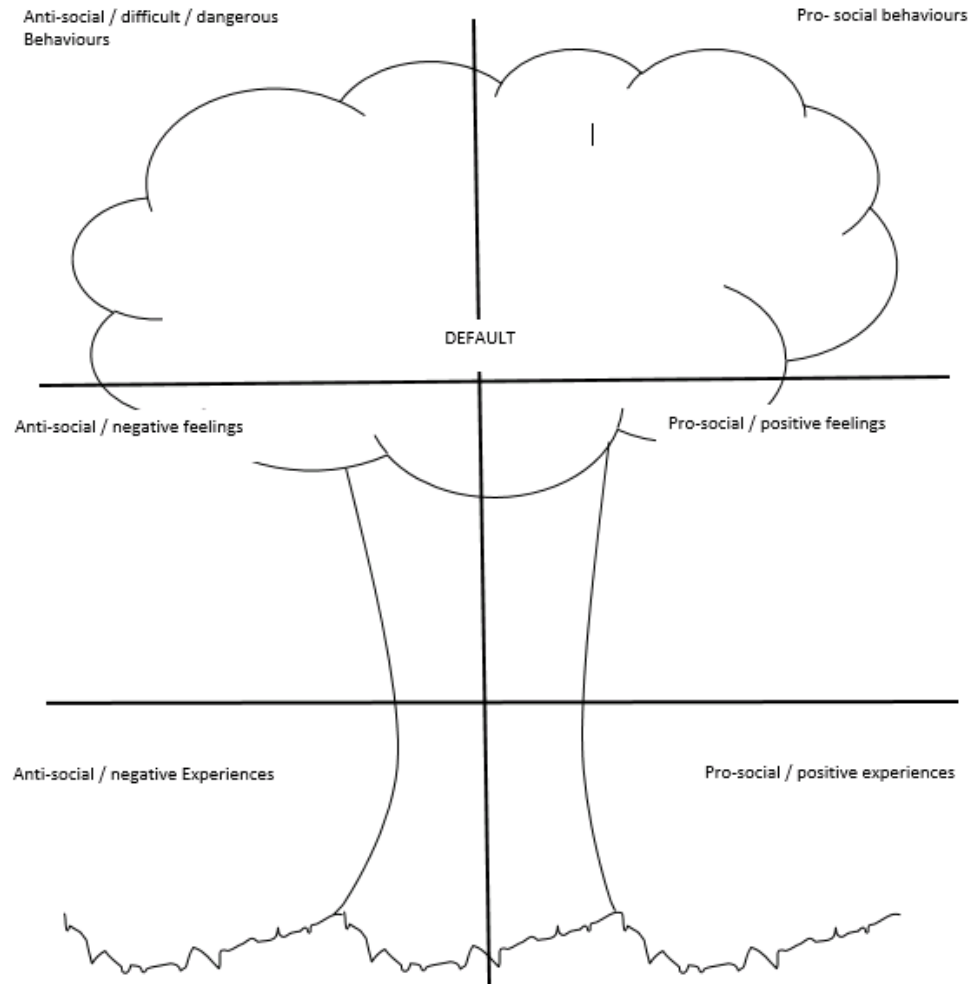
	Score	Description
Raised Anxiety	<b>+2 to + 5</b>	Reflects raised anxiety where the individual would need support, differentiation and help to change or manage the experience or feelings. If there was no support offered the individual would begin to display behaviour that may be linked with feeling overwhelmed or being unable to process without assistance
	<b>0 to + 2</b>	Would reflect a raise in anxiety that the individual could cope with without needing assistance or differentiation.
	<b>0</b>	Would reflect that the time, location, staff or activity has no impact on the individual
Increased dependency	<b>0 to – 2</b>	Would reflect lower anxiety where the individual feels calm, reflective and motivated linked to time, location, adult or activity.
	<b>-2 to -5</b>	Reflects an overwhelming reliance on an object, person or place and without this the child would be unable to manage their feelings or behaviours until this was returned

**Each child or young person's -5 to + 5 would be specific and observable to them and their behaviour.**

Raising anxiety is essential for some elements of education. Without raised anxiety students would not attempt new things or experience new opportunities essential to learn and grow.

# Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



# Roots and Fruits Guidance

## Anti-social / difficult / dangerous Behaviours

The behaviour logged on your electric systems can populate this box e.g. Sims, CPOMs or incident log, ABC charts. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Running inside the school building</li> <li>Refusing to start a task</li> <li>Calling out when the teacher is talking</li> <li>Throwing pencils in class</li> <li>Putting equipment in their mouth</li> </ul> | <ul style="list-style-type: none"> <li>Rocking on their chair</li> <li>poking peers</li> <li>Going under the table</li> <li>Swearing</li> <li>Name calling</li> <li>Making racial comments</li> <li>Spitting</li> </ul> |
|--|---|

Avoid:- Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

**Once this section is completed the behaviours should then populate the anxiety/difficult or crisis/dangerous behaviour section of the risk reduction plan**

## Pro- social behaviours

What are the small measurable, achievable, realistic behaviours you are going to focus on initially? Ideally you will decide on 3-5 key behaviours that you will be focussing on.

Examples:-

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Walking inside the school building</li> <li>Starting a task independently</li> <li>Putting their hand up</li> <li>Using the right equipment for the science task</li> </ul> | <ul style="list-style-type: none"> <li>Sitting in their chair</li> <li>Asking for help</li> <li>Taking timeout during numeracy</li> <li>Coming in off the playground when asked</li> <li>Playing an adult led game with peers</li> </ul> |
|--|--|

**Once this section is completed the behaviours should then populate the pro-social behaviour section of the risk reduction plan**

Roots and fruits should be a working document and once these behaviours are achieved, staff should focus on identifying and growing more pro-social behaviours

## Anti-social / negative feelings

DEFAULT

## Pro-social / positive feelings

This section is often very sparse but its purpose is really important. This section is about developing empathy through exploring what feelings are creating the behaviours listed above. Staff should consider the wider feeling rather than just the obvious ones e.g Anger could be due to feeling embarrassed, rejected, worried, threatened, guilty, hurt, or fearful.

**You should consider each behaviour listed above and explore the feelings associated with that behaviour.**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Helpless</li> <li>Anxious</li> <li>Blamed</li> <li>Shamed</li> <li>Uninspired</li> </ul> | <ul style="list-style-type: none"> <li>Worried</li> <li>Bored</li> <li>Irrelevant</li> <li>Rejected</li> <li>Hungry</li> </ul> |
|---|--|

This section is key in terms of identifying how I want them to feel when they are in your school/setting. Each differentiation listed below should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make you feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Happy</li> <li>Calm</li> <li>Liked</li> <li>Involved</li> <li>Safe</li> </ul> | <ul style="list-style-type: none"> <li>Valued</li> <li>Inspired</li> <li>Needed</li> <li>Understood</li> <li>Respected</li> </ul> |
|--|---|

If you begin by identify a feeling e.g 'safe', you will then need to think what experience you can provide so they feel safe

## Anti-social / negative Experiences

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

*DfE mental health and behaviour in schools document. Page 9 risk factors should be considered when completing*

### Anxiety mapping

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activity
- Times
- Days

These should be listed here

## Pro-social / positive experiences

Protective factors schools should provide are also outlined in the DfE document, schools should consider these when completing

All advice and strategies from external

Agencies should be included here

- EHCP recommendations
- Specialist advisory services
- Health professionals
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

### Anxiety mapping & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiation you are going to provide between 9-3, Monday to Friday. **Once listed these should then populate the top of the risk reduction plan**