

Behaviour Policy/Protocol – Regis Manor Primary School January 2017

At Regis Manor Primary School we believe that every child can succeed when given the right opportunities and a purposeful atmosphere to learn in. We believe that a positive approach to behaviour management is the key to this alongside a restorative approach when things go wrong. The following policy outlines the schools approach to behaviour management which is endorsed within the ethos of the school and its staff.

Restorative Justice

We believe that the systems set out below will help most of our children learn in a positive environment. However we accept that children sometimes make negative choices that can affect not only their own learning but the learning of others. We do not believe that just giving a child a sanction is the key to helping this child to change their behaviour rather we believe in the need to educate the children about the implications of their actions. This restorative approach often involves the children talking to each other about what happened, how it made them feel and therefore help develop their emotional intelligence. By developing an understanding of how their behaviour affects others we believe that children will begin to act more positively.

There are a variety of restorative approaches that the staff are trained in and use on a regular basis however one of the ones used most regularly is sharing circles where staff get together all of the parties involved in the incident and taking it in turns the children discuss what has happened and are encouraged both to listen to each other and reach a conclusion about how we are going to move forward. It is important to listen to everyone's views as often the 'perpetrator' of an incident was driven by something smaller and it is important that everyone understands the implications of their actions.

The Peg System



Each class has a peg board similar to that pictured below which children can move up and down. In KS1 there are 7 steps in KS2 and 5 in KS1. Children begin their journey in the middle of the system at 'ready to learn' and can be moved up for showing positive behaviour choices, showing personal excellence in their work or managing to turn around negative choices. Equally children can be moved down the ladder through poor behaviour choices.

When children reach the top of the ladder they earn a merit which is in the form of a sticker. Children collect merit stickers in their own reward chart aiming to complete their booklet (25 stickers in total). When children complete their merit book they move up the class milestone chart which is displayed in the classroom. Children take home any completed merit charts to their parents to share and celebrate their success.

Each class has a class reward scheme where children collect points towards a reward – this can vary from class to class and could include things like marbles into a jar, coins or stickers. As a class children aim to reach their class target to achieve a class reward (this is for the whole class regardless of how much input they have had into collecting). Each class will have a budget that they can allocate on rewards over the year.

How long it takes children to collect their class reward can be dependent on the age of the class and their individual needs. The challenge/target set by the class teacher should be challenging for their class but not unreachable. The children may also be involved in conversations with their teacher as to what rewards they would like to earn to ensure they are engaged. This could include (and is not limited to) film afternoons, extra playtime, cooking, etc. As an additional incentive the children will know that when they have reached 2-5 points (vary by class) then they can choose an instant reward from a selection and play it instantly in order to give immediate feedback (this should only be a 5 minute game).

While every effort is made by staff to turn negative choices around and prevent children from reaching the bottom of the behaviour ladder we accept that this isn't always possible. When children reach the bottom of the behaviour ladder individual class teachers will make the decision about an appropriate sanction for that child based on their behaviour choices. This could include (and is not limited to):

- Staying in to complete work
- Being sent to phase leader
- Time out within partner class
- Internal exclusion

Class teachers will contact parents to involve them should this become a regular occurrence and work together to put in place structures to support the child. There are times when children cannot work within the peg system as they find it difficult to turn around negative choices and so may have an individual reward system setup by the class teacher in discussion with the child's parents.

Playtimes/Lunchtimes

During playtime MDMS encourage positive behaviour using a variety of strategies including the use of stickers (allowing the children to move their pegs up when they come back inside) and choosing a child to go onto the 'table of the week'.

Alongside a restorative approach we accept that children can make negative choices during these unstructured times and when this happens children have 5 minutes timeout either in the hall or in the courtyard. If this is unsuccessful then the chart below indicates the usual lines of support for both the staff and child. In serious events (for instance – a fight) the DHT or HT will be contacted immediately.

Who do I go to?	
Class teacher ↓	

Phase Leader ↓	Emily King – Year R Danielle Hammond – Years 1 and 2 Amy Scammell – Years 3 and 4 Vikki Richmond – Years 5 and 6
Deputy Headteacher ↓	Matt Perry, Charlie Beevis
Headteacher	Karen Mirams

It may also be appropriate to contact the FLO (Sarah Best) or SENCo (Amy Warner) to provide additional support to the children.

Gold Book

Each week in celebration assembly each class will nominate a child to go into the Gold Book. This is a chance to celebrate a child's personal achievement – it could be an excellent piece of work, putting in extra effort or something that they have achieved personally that week (e.g. making more positive decisions).

The children get presented with their Gold Book card in assembly and where possible have their piece of work attached to share with the rest of the school and take home to share with their parents. The Gold Book is displayed in the office for parents and visitors to look at and share the achievements of all of our children.

Extreme Behaviour

In some cases children may present with extreme behaviour that does not fit within the boundaries setup below. In the first instance staff will try to distract the child and redirect their attention to deescalate the situation.

In every circumstance every effort will be made to intervene before a child gets into crisis. As a school we will look at each child individually to try and identify the triggers for children and then avoid these and/or provide the children with strategies that will help to support them to make positive choices.

Some responses that staff may use to approach these situations are outlined below. This is not an exhaustive list and are just an example of some strategies used within school.

Low Level Behaviour – Anxiety, Refusing to Co-operate, etc
<ul style="list-style-type: none"> -Read body language and behaviour -Intervene early to remove sources of frustration -Offer reassurance 0 including physical prompts, -Explain clearly what is happening and what will happen next -Communicate – ‘Talk and I’ll listen’

- Use appropriate humour
- Display CALM body language
- Talk slow and quietly
- Assess the situation
- Divert and Distract by introducing another topic or activity

Medium Level Behaviour

– Higher tension, Belligerent/abusive, aggressive postures, disruption, challenges ‘I will not...’

- Continuer low level responses
- State desired behaviours clearly
- Use distraction to refocus attention on something positive
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Remove audience

High Level Behaviour

– shouting and screaming, head banging, slapping or punching self, damaging property, moving towards danger, climbing, grabbing or threatening others, hurting others

- Continue low and medium level de-escalation techniques
- make the environment safe
 - Move furniture and remove weapon objects
 - Guide assertively (hold only when necessary)
 - Ensure face, voice and posture are supportive and not aggressive

Any child who has needed any of the above will need time to recover and calm down – they will need space and time. This is often not the correct time to explain to the child the mistakes they have made – this will need to happen later. They will need a safe place and the adult with them should look for signs that they are ready to communicate.

In very rare occasions it may be necessary for staff to hold (restrain) a child for their own personal safety. This should be the minimal amount of force needed and for the shortest amount of time. Where possible this will be carried out by trained staff however if a dangerous incident occurs any member of staff should step in and help be sent for.

The school encourages the use of Team-Teach techniques to hold children and trains key staff in the strategies – this will include non-class based staff and staff working with children who have a history of unsafe behaviour.

Team-Teach techniques seek to avoid injury to the service user (child), but it is possible that bruising or scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe (George Matthews – Director of Team Teach).

Exclusions

Where the above strategies still have not resulted in improved behaviour a temporary exclusion (fixed-term) may be considered. Formal letters and meetings will take place. The Headteacher, classteacher, SENCO, parents Governors and the Behavioural Support Team will be involved. Parental and child agreements will be sought prior to the child returning to school.

If a temporary exclusion fails to secure the necessary improvement a permanent exclusion may be considered. Formal letters and meetings will take place, The Headteacher, classteacher, SENCO, parents, Governors, the Education Welfare Department and the Behaviour Support Team be involved. This would be the final option where all others had been exhausted.