



The Management Committee of

**Herons Dale Primary
School**

have adopted the following policy:

Behaviour Policy

Written by : Cath Farr March 2020

Ratified by Management Committee : June 2020

Review Date: March 2022

BEHAVIOUR MANAGEMENT

AIMS

The aim of the behaviour and discipline policy is to promote and maintain good behaviour, ensuring:

- We are non-confrontational in our approach
- The safety of all children, staff and visitors
- An atmosphere in which effective teaching and learning can take place
- Children can develop a clear sense of right and wrong
- Children are aware of and can appreciate the needs and rights of others
- Children recognise the impact their behaviour has on others
- Promotion of caring and respectful relationships
- Processes are in place to support pupils in their behaviour management, they are taught and supported in taking responsibility for their behaviour.
- Prevent bullying
- Promote good behaviour, self-discipline and respect

PRINCIPLES

- The school will develop the child's self-esteem and self-confidence, whilst promoting positive behaviour.
- All children and adults will be valued and respected as individuals and treated fairly.
- We endeavour to foster kindness and cooperation so that children will develop a sense of care for the school community & environment.
- Herons Dale will create a disciplined & supportive environment for all, in which achievement is recognised, celebrated & rewarded.
- Herons Dale works in partnership with parents, carers, governors and the wider community to achieve these goals.
- We work in a multi-disciplinary way sign posting to salt / Ep / early help/ school nurse / mental health nurse / wellbeing lead / communication lead to support root cause for behaviour.
- Bullying will not be tolerated; action will be taken relative to the individual child, in consultation with parents.
- All staff will provide role models for the children in terms of their relationships with other children, colleagues, parents/carers and members of the community.
- Good behaviour will be taught and modelled by staff.
- Appropriate rewards will be used to recognise good or improved behaviour
- A Positive Behaviour Support Plan may be drawn up, in accordance with the protocol in this policy.
- Behaviours are to be ignored where possible using a non-confrontational approach, the cause of the behaviours being addressed instead.
- We should aim to develop proactive strategies which help reduce the likelihood of behaviours that challenge, leading to the use of restrictive interventions and focus on improving of improving the wellbeing of pupils.
- Static holds are only to be used as a very last resort if the pupil, other individual or the environment are at significant risk.

ROLES AND RESPONSIBILITIES

Behaviour support team

- Provide all staff with appropriate induction & training in behaviour management and review their training needs regularly.
- Ensure that expectations for behaviour are understood and respected by all members of the school community.
- Provide support to staff & pupils when expectations for behaviour are not met, through discussion, supporting the creation of positive behaviour support plans, in-class support and review.
- Behaviour support team monitor and sign off positive behaviour support plans.

BEHAVIOUR MANAGEMENT

Staff

- Foster a school ethos that promotes recognition of achievement with celebration & rewards.
- Deal with problems fairly & firmly while treating pupils and other adults with respect.
- Follow the behaviour management protocol.
- Use a non-confrontational approach, ignoring negative behaviours, working at addressing the cause of the behaviours.
- Model positive good behaviour.
- Follow school code of conduct.

Pupils

- Show tolerance and respect to all members of the school community.
- Value the physical environment and the property of others.
- Follow the agreed School Rules and Code of Conduct.

REWARDS

It has long been established that rewards are more effective than punishment in motivating pupils. Good behaviour will be rewarded and celebrated by the school. It is important to strike the right balance between rewarding pupils with consistent good behaviour and those achieving substantial improvement in their behaviour. Rewards can be given by all staff and can be for individual or whole class achievements. It is important to remember that the perception of what constitutes a reward may vary from one pupil to another; it may be appropriate to ask the pupil to consider what they perceive as a reward. Rewards will always be used as the basis for behaviour charts and never the use of sanctions for negative behaviours so we are always rewarding the positive.

Examples of rewards:

Verbal praise	school house points	Star of the week
Personalised letters to parents	choosing time	Certificates
Stickers and charts	Badges	Treats
Accumulative planned trip out	Favourite activity/toy	Additional playtime

House points/star of the week

We have a house point system, all pupils in school are in a house colour. Pupils can be given house points by any staff member. House points are recorded on a chart in the classroom. House points are collected weekly and school councillors take the winning team colour to school council meetings. The school council collates which team has the most points across the school and informs SLT. Every Friday, following assembly the colour team have a reward in the hall, these are all chosen from the school council.

We have a weekly star of the week assembly in which each class nominates someone to be the star (good behaviour, good work etc). There are also additional stars for: Buddy, science and sports.

THREE STAGE APPROACH TO BEHAVIOUR MANAGEMENT

In instances when behaviour is causing concern, a three-stage approach will be adopted. The documentation to support this approach can be found at the end of this policy document.

Stage 1: Baseline Information

- Class team discussion about behaviours that are giving cause for concern; behaviour lead made aware of the discussion.
- If there is more than one behaviour of concern that needs to be reduced, then the focus should be placed on the one giving most cause for concern, this may need to be determined by the monitoring process.
- Monitor the behaviour for an agreed period of time (maximum 2 weeks) to give baseline information - Recording Sheet 1 (There are two versions of this and staff have to use their own professional judgement as to which one to use depending on the behaviour and the circumstances)

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- Class team and behaviour support team review Recording Sheet 1 and decide on way forward i.e. proceed to Stage 2 or need for intervention no longer necessary

Stage 2: Positive Behaviour support plan

- Class team meet with behaviour support team and draw up PBSP - Recording Sheet 2. The date the plan started, and the review date should be adhered to.
- Clear guidance is written on the BSP to ensure staff know what strategies are to be adopted to reduce the negative behaviour and increase a positive behaviour.
- The types of physical interventions to be used as part of the PBSP, if common place, should be recorded on the PBSP.
- Rewards for good/improved behaviour to be agreed
- Parents should be involved in the process, agree to and sign the plan.
- The plan is also signed by a team teach/behaviour lead.
- Behaviour Support Plan should be easily accessible in the classroom whilst protecting the child's right to privacy
- Consistency in approach is the key to a successful positive behaviour management programme. Staff meetings will be used to ensure that all staff involved with the child will be aware of the agreed strategies.

Stage 3: Monitoring the effectiveness of the implementation of the Behaviour Intervention Plan

- Once the Behaviour support Plan is in place, monitor the negative and positive behaviours for an agreed period of time on Recording Sheet 2 (this is the same format as used at Stage 1)
- Class team and behaviour support team review the monitoring and decide on way forward, adhering to the review date.
- If the negative behaviour has not reduced a different strategy should be adopted and an amended BSP drawn up. Return to Stage 2 of the process and ensure parents agree to the amended plan.
- If progress has been made, then the plan can stay in force for an extended period of time and monitoring continues.
- In instances when the behaviour has been eradicated the plan can be discontinued; this should be recorded on the plan

PHYSICAL INTERVENTIONS

Herons Dale has adopted the Team Teach approach to behaviour management. We aim for all permanent and, where possible, casual staff to receive the initial 2-day training and the 2 yearly 1-day Team Teach updates from a qualified instructor.

Agency staff need to undertake training through their agency. West Sussex team teach trainers cannot teach staff from outside their organisation.

Team Teach is based on developing positive handling skills in behaviour management, including verbal and non-verbal communication, diversion and de-escalation and safe, effective physical interventions. Positive handling refers to a broad spectrum of strategies that can reduce the risk of challenging behaviour. Any significant incidents are recorded in the 'Bound and Numbered Book' and reported to the Behaviour lead.

Members of staff have the power 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.

BEHAVIOUR MANAGEMENT

Incidents should be written up within 24 hours of the incident occurring and not immediately after it in order to prevent adrenaline causing ineffective recording. All those involved in an incident should write the report together and have it checked by their line manager and signed off.

Incident reports must be kept for 75 years

Parents should be informed by telephone of any significant incident, on the day it occurs.

Staff should always be offered timeout/debriefing after a significant incident involving a physical intervention.

Pupils should also be offered debriefing, if appropriate, this is also recorded with incident.

USE OF CALMING SPACES

Individual BSPs for children using calming spaces should be clear about where pupils go to calm. Pupils should never be left unsupervised at anytime.

SUSPENSIONS/EXCLUSIONS

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after careful consideration and the school governors have been notified. In the event of exclusion the school will follow Herons Dale exclusion policy.

REDUCED TIMETABLES

Herons Dale School is fully committed to a full time education of all pupils who are of statutory school age.

In exceptional circumstances, schools may decide to implement a reduced time table for a time-limited period in order to support a pupil who cannot attend school full time provision. The aim of the reduced time table will be to reintegrate them back into full-time provision. The length and description of this reduced timetable will be discussed fully with parents before it is implemented. Parents will be updated regularly with progress being made towards reintegration back to a full time table.

Satellite classes (1:1)

If a pupil is struggling to cope in their class base we can offer an individual timetable in a different setting. This can take different forms, depending on the needs of the pupil.

IF a pupil is moved onto an individual timetable in a satellite classroom with 1:1 support the pupils parents must be informed and consulted about the move before it takes place. This consultation can take place in person or over the phone.

Parents are regularly updated about the progress of the pupil and the time frame for reintegration back into the main classroom.

PBSP are updated regularly to reflect the support needed in the different setting.

MONITORING

The behaviour lead monitors the effectiveness of this policy on a regular basis; the Management Committee will receive regular reports on its effectiveness and, if necessary, make recommendations for further improvements.

SLT monitors significant incidents in the bound and numbered book weekly. Behaviour recording sheets relating to PBSP are also monitored by SLT weekly.

BEHAVIOUR MANAGEMENT

Individual behaviours of pupils on PBSP are represented on graphs half termly. These are shared at progress meetings and are also available for all staff to investigate patterns and analyse if different support packages are working effectively

The Management Committee will be given termly reports of all incidents in school. It is recommended that a governor is Team Teach trained to allow the Management Committee to have a true understanding of the termly reports. The Management Committee should regularly check incident reports, noting frequency and patterns if any and question the findings.

Staff should report to the headteacher if they have any concerns about the implementation of this policy.

Supporting Staff

It is recognised that challenging behaviour causes considerable stress to those who are most in contact with it. A climate of mutual support is essential and will be facilitated by ensuring that senior members of staff are available for colleagues and allow time for a debriefing session if needed.

INJURIES

If anyone is injured this should be recorded in the medical folder, located in the staff room. If external medical advice is sought because the injury is significant the incident must also be reported to the school business manager and recorded on the county council incident form which can be done online through the office.

PARENTAL PARTNERSHIP

Class teachers will keep parents informed of any incidents and changes in behaviour, both good and bad, through the child's home/school book. If a more serious incident occurs the teacher will contact the parent by telephone, after first informing the behaviour lead. If a child's behaviour gives cause for concern and a BSP is required then parents will be invited into school to discuss the plan and the plan will be signed by all parties concerned.

SUPPORTING PARENTS

The school is keen to work in close partnership with parents to support them with any behavioural issues. This is achieved through a variety of ways; the school has a range of general support groups which allow for informal discussion with parents and staff and the sharing of good practice. There is a half termly behaviour drop in support clinic run by the school behaviour team.

The school also hosts regular multi-professional meetings to ensure consistency between home and school such as early help, team around the child meetings, CIN (children in need) reviews and ITAC (intensive team around the child) which is designed to support parents and prevent out of county placements.

ONLINE BEHAVIOUR

Pupils should use the internet safely, appropriate behaviour is taught and monitored by all staff in line with the Herons Dale e safety policy and 'keeping children safe in education'

COMPLAINTS PROCEDURE

If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher or headteacher. If the concern remains, a complaint can be lodged through the school's complaint procedure.

Equality and Diversity

We will use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.

We will ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.

BEHAVIOUR MANAGEMENT

GDPR

All personal data/special category data herein are processed in accordance with UK data protection legislation. Further details are available from the school

BEHAVIOUR MANAGEMENT

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Stage 2: PBSP

	<h2 style="text-align: center;">Positive Behaviour Support Plan</h2>		
<p>Child</p>	<p> </p>		
<p>Parent's Signature</p>			<p>Date Written Date revised</p>
<p>Team Teach Signature</p>			
<p>Dates Reviewed</p>			

BEHAVIOUR MANAGEMENT

<u>Behaviour Programme</u>	
Proactive Strategies	
Active Strategies (early interventions to manage risk)	
Behaviour	Staff Response

Note the frequency of identified behaviours throughout the week.

Parental / Carer support

BEHAVIOUR MANAGEMENT

Name _____ class _____ date _____

Behaviour	Monday	Tuesday	Wednesday	Thursday	Friday