



Burrowmoor Primary Academy

Behaviour Policy September 2023.



To be ratified by Governors in October 2023

Ethos

We want all pupils and staff to work in a safe and happy environment, which encourages everyone to be the best they can be and enables pupils to make progress in all aspects of their learning.

We have high expectations of everyone in the School community with regard to learning and behaviour and expect everyone to be polite, kind and hardworking.

We encourage the development of internal control as a way of supporting children to make the right choices. We also promote a positive focus on improving young people's engagement, motivation and well-being.

Our approach has an emphasis on consistency, on the teaching of internal discipline, (eg what to do when you are upset, what to do when you feel angry etc) rather than imposing external discipline and on care and control, not punishment. It uses techniques to deescalate a situation before a crisis occurs and when a crisis does occur, it adopts techniques to reduce the risk of harm. (See sections below for techniques)

With a little support, most pupils will be able to maintain appropriate and positive behaviour. In order to support them in doing this:

- Adults will use visuals, signing, real objects and simple repetitive language to support pupils' speech, language and communication difficulties.
- All staff will allow processing time.
- All staff will make expectations clear.
- Adults will give pupils choices, that include consequences and specific praise.
- Adults will 'catch children being good.'
- Adults will share and celebrate positive behavior with teachers and adults where appropriate.
- Adults will name and model desired behaviours so that the children understand what is expected.
- All staff will be aware of and make provision for pupils' additional sensory processing needs.
- All staff will use a planned approach in order to be consistent in their approaches to behaviour management and responses to individuals. As per scripts agreed.
- Adults will model positive behaviour for all pupils.

Strategies for promoting positive behaviour

All learners, parents, staff and visitors who come in to School have responsibility for promoting positive behaviour by demonstrating clear values and principles through:

Whole-School

- All staff understand and demonstrate the school ethos. (See above)
- Positive behaviour, wherever it is observed, is noted and celebrated.
- Parents/carers contribute to the School's positive behaviour ethos.
- Behaviours we would like to see are taught explicitly through all curriculum areas including a clear PSHE focussed curriculum across the School.
- School assemblies are used to promote and develop social and emotional skills.
- Clear boundaries of acceptable behaviour are established and shared.



- Achievements are rewarded to promote self-esteem through achievement assemblies, certificates, team points, diamond awards, the house system etc.
- Children are supported by adults to resolve their own minor disputes
- The School council is recognised and valued as the student voice.
- Good attendance and punctuality is promoted and rewarded.
- All staff establish clear expectations.
- Whole School staff training termly to revisit and refresh how to create a working behaviour policy.
- Role modelling – using words and actions that mirror the responses we are trying to encourage in children
- Exciting and engaging curriculum
- The School adopts a growth mindset approach where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated.

Classroom Level

- The use of a quiet voice and a calm manner. No shouting to be used by teachers, teaching assistants or support staff as a way of managing behaviour.
- Discussion and reflection - recognising that everyone needs to have their say and be listened to.
- Specific individual children will be provided with a BLOB tree daily to ensure that they have the opportunity to express how they feel each day.
- Classes will all have an emotion board for children to use to express how they are feeling.
- Classes will have a traffic light system which will be used as a celebration and warning. If behaviour is positive children will be asked to move their name to the green and happy face. If behaviour is not positive, a child will be warned, if they continue to not behave they will be reminded and move onto the sad face or red. Children will have the chance to move back to the amber or calm face. All children will start on the ready to learn face, they can move to green and diamond for exceptional behaviour, the orange and red is to warn children and encourage self-regulation when their behaviour becomes not pro social.
- The use of positive behaviour language to promote desirable behaviours.
- Every child is welcomed in to the class at the beginning of the day with a smile and greeting, and throughout the day when possible.
- Stickers will be handed to a child/or put on work.

Individual child level

- Children are encouraged to take responsibility and engage peers in showing positive behaviours.
- Headteacher / teacher stickers and certificates, class Diamond Awards
- Marking and feedback policy.
- For children who are at risk of suspension, outside agency support will be requested (e.g. EWO, Ed Psych) and a Pastoral Support Plan (PSP) will be written.

Positive behaviour

At Burrowmoor Primary Academy, we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour. Whilst positive experiences create positive feelings and positive feelings create positive behaviour.

Adults respond directly to the explicit positive behaviour shown. Team points are given to reward collaborative work, both in and out of the classroom, and for demonstrating positive behaviour.

Some examples are: picking up litter, holding a door open, putting their hand up, helping others, listening to others in a group, showing readiness, responding to requests, being a pro-active citizen.

The agreed script for this is:

“Thank you (name) for (positive behaviour) and why”.

e.g. “Thank you Fred for holding the door open to help me. You may have a team point.”

“Thank you Fred for helping Olive zip up their coat. It helped her. You may have a team point.”

“Thank you Fred for including Olive in your game, it made her feel happy. You may have a team point.”

“Thank you Fred for working well with your group, you listened and took turn. You may have a team point.”

As well as team points, adults should use our class DOJO and DIAMOND AWARDS to reward positive behaviours, both in and out of the classroom.

Our ‘Award Certificates’ which are given out weekly will celebrate positive behaviour linked to our Values.

Classes will use the Happy and Sad face technique to encourage children to show positive behavior. The children will all start on the ready to learn face be moved up to the smiley/ green and diamond face when they show positive behavior and to the sad face, (orange and red), when they show disappointing behaviour. If they turn their behaviour around then they will move back. We want to encourage children to self regulate through this method. If they continue with challenging behavior and are on the red or sad face for three times then this will be recorded on DIAMOND AWARDS or DOJO

Special arrangements - Specific children

As educators we believe that behavior is learned, due to the journey that this cohort have been on during their time at school, the expectations have varied and many have struggled with the changes. Much work has been done with these children:-

- Fully understand their home and family circumstances
- Explore their understanding of equality and equal
- Explore their understanding of expected behavior
- Detailed explanation to them of the new behavior policy and the consequences of deviance from the expected norm
- Meetings held with the STEP SEND team
- Risk registers completed for a number of children
- Mental Health work with whole class
- Introduction of Blob Tree
- Introduction of Safe areas
- Parental meetings and discussions.

The final piece of work has been documented as Annex 2.

This work and the behavior expectations in this class will continue to develop and will be the one that these children refer to and behave against.

The challenges that this group of children have means that this needs to be constantly reviewed and updated.

See Annex 2.

Challenging behaviour

Behaviour expectations will be explained to the children at the beginning of each term and regularly referred to during the year at every opportunity.

Where necessary, behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil.

When a child is not demonstrating positive behaviour, staff will:

- Praise positive behaviour from other learners. Ignore the child and give their attention and praise to those who are demonstrating positive behaviour.
- Acknowledge whether an individual has their own risk reduction plan.
- Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to regain their attention).
- Give a positive reminder of the class expectations which need to be adhered to.
- Disempower the behaviour.
- Time for reflection should be provided to the child
- If behaviour becomes dangerous (see below), a member of SLT out of class should be called. VIA Internal phone system or Paddle system

Examples of challenging behaviours are detailed below along with consequences and responses:-

Tier	Behaviour	Consequence	Response
1	Rude noises Wandering around the classroom Not sitting smartly (lounging on desks, sprawling in book corners etc) Calling or shouting out Running in the School building Wasting learning time Swinging on chairs Jostling/pushing in line Invading others personal space Dropping litter Misuse of School equipment Teasing	Verbal warning Name on the sad face or red face. Warning not heeded- move to red. If behaviour improves move back to amber.	Move to sad face – move back up as soon as possible.

Difficult behaviour

At Burrowmoor Primary Academy, adults have the responsibility to use consequences which have a relation to the behaviour and as a result, help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social to the harm caused that then contributes to the situation.

If difficult behaviour persists, staff will use their professional judgement on informing parents/carers and SLT.

Adults' responses to difficult behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing, e.g.
 - *Fred, stand next to me.*
 - *Fred, put the pen on the table.*
 - *Fred, walk in the corridor.*
 - *Fred, walk with me to the library.*
- Limited choice, e.g.
 - *Fred, put the pen on the table or in the box.*
 - *Fred, are you going to sit on your own or with the group?*
 - *Fred, talk to me here or in the courtyard.*
- Disempowering the behaviour, e.g.
 - *Fred, you can listen from there.*
 - *Fred, come and find me when you come back.*
 - *Fred, we will carry on when you are ready.*
- Use of a de-escalation script, e.g.
 - Use the person's name, ("*Fred*")
 - Acknowledge their right to their feelings: "*I can see something is wrong*".
 - Tell the why you are there: "*I am here to help*".
 - Offer help: "*Talk to me and I will listen.*"
 - Offer a 'get out' with positive phrasing: "*Come with me and...*"

A child may need to be given permission to move to reflect – this should be done with a member of staff supporting. KS1 children will have a conversation to restore the sense of understanding before moving back to class. KS2 restorative conversations will take longer, this will mean that children will be expected to catch up the work they miss by being out of class during their lunch or break times. A class DIAMOND and DOJO AWARDS recording will be made of this immediately by the teacher or adult.

Behaviour that has passed, must not be discussed in front of children or the class. If behavior of this sort has been dealt with or is in the process of being dealt with STAFF are not to discuss in front of ANY Children. If the discussion needs to occur then the adults need to remove themselves from the situation. If a staff member does not feel empowered or able to handle the situation then they need to hand the management over to another member of staff – away from the child or class.

Behaviours that come under this definition are detailed below along with consequences and responses:

Tier	Behaviour	Consequence	Response
2	<p>1.Continuation or constant repetition of any of the behaviours in level 1</p> <p>2.Isolated incidents such as - Swearing in conversation Throwing objects Being unkind/making fun of others (ability, appearance, family etc) Pushing/shoving / over boisterous play Taunting Misuse of toilets/cloakrooms Telling lies/not being honest Non-compliance/not getting on with tasks or not completing tasks Causing danger Significant disruption to learning Bringing mobile phones, electronic devices into School without permission (should be kept safe by an adult if arranged in advance) Persistent lateness</p>	<p>Sent to reflect on the chair outside the classroom.</p> <p>The behaviour must be recorded in the class behaviour book.</p> <p>Send to the Reflection zone. Adult to collect child and have a conversation around appropriate behaviour and any restorative approach that needs to occur</p> <p>If the behaviour results in a safeguarding concern to the child or to another child then a safeguarding report should be made on My concern</p>	<p>Move back as soon as behaviour addressed</p> <p>KS1 have restorative conversation and then return them to the class.</p> <p>KS2 – conversations that take longer than 5 minutes will result in a lunch time to be used to catch up on the work they have missed. If the work is not complete then this will be sent home with them.</p> <p>Note DOJO for parents</p>
3	<p>Continuation or constant repetition of any of the behaviours in Level 1 OR Serious isolated or repeated level 2 incident Refusing to listen to adult instructions Intentionally walking away from an adult Intentionally damaging School property or property that belongs to another child Swearing directly at another person Stealing Writing graffiti on walls, books etc Violence (lashing out, kicking, biting etc) Direct name calling relating to race, religion, gender, sexuality, appearance etc Active refusal to follow instructions or carry out tasks Bullying/controlling and coercive behaviours Leaving the classroom without permission Answering back/arguing with an adult Inappropriate sexualised behaviour (touching/showing private body parts, sexualised language) Inappropriate use of media/ICT/internet</p>	<p>Immediately removed to the SLT responsible reflection zone.</p> <p>Call SLT</p> <p>Record on DIAMOND AWARDS</p> <p>Fixed Term Suspension may be a necessary sanction so this must be discussed with SLT.</p>	<p>After each session parents will be contact. Plans will be put in place to help the children reduce these behaviours. Behaviour book used to record these.</p> <p>After 3 session parents will be contacted. The meeting will be held which will be minuted and parents must get a copy.</p> <p>End of term treat may be withdrawn</p> <p>Record in the behaviour book</p>

Dangerous behaviours

Level 4

Adults should remove children and themselves from immediate danger. Support should be called for and the child with the behaviour issue should be observed from a safe distance. It may be necessary to call for support from another class.

By standing in doorways or choosing a good vantage point this should be possible. A serious incident form will be written. Children displaying these behaviour patterns will be managing themselves outside this behaviour policy and staff and parents would need to consult the policy for children at



risk of suspension. Parents and carers will be involved in discussions about behaviours and each case will be discussed independently and confidentially.

Investigations into Health and Safety requirements may be appropriate at this stage. **Children should only be restrained by a trained adult.**

Tier	Behaviour	Consequence	Response
4	<p>Excludable offences in line with suspension guidance</p> <p>Continuation or constant repetition of any of the behaviours in tier one where learning of others is consistently compromised and actions have failed to improve the situation over time – clear written record</p> <p>Extreme violence / physical assault (fighting, intentional harm to others etc)</p> <p>Prolonged bullying, threatening, controlling and coercive behaviours</p> <p>Inappropriate intentional sexualised behaviour (touching another child, asking to see their private body parts, initiating sexual acts etc)</p> <p>Intentional racism</p> <p>Continuous refusal to do as reasonably asked by adults- compromising learning and good order</p>	<p>Complete Serious Incident Form and give to a member of SLT</p> <p>Discuss with SENCo (Risk Reduction Plan, PSP, etc)</p> <p>Referral to outside agency for support</p> <p>Remember- Any racist/LGBT incident must be referred to SLT; Office Manager has to complete Incident Report Forms and reported to CCC PRIDE portal.</p> <p>Fixed Term or Permanent suspensions</p>	<p>Parent meeting must be minuted and parents must get a copy. a risk reduction / safety plans need to be implemented to be proactive in avoiding</p> <p>HT to meet with parents of victim and perpetrator following serious incident/ suspension.</p> <p>Reintegration meetings to be held and minuted.</p>

Pupils whose behaviour may place themselves and others at risk of harm must have individual risk reduction plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress. Learners who may need a risk reduction plan are those who needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

Staff need to be aware that dangerous behaviours may quickly escalate by the use of their own body language towards the child.

Staff should:

- Stand outside of an outstretched arm or at a good distance.
- Stand to the side of the child.
- Show relaxed hands, e.g. no pointing or hand gestures.
- Be at a level alongside the child.

A plan will:

- Take into consideration the times, places, lessons and staff that give the learner greater anxiety, triggers that could lead to dangerous behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at School.
- Give clear de-escalation strategies and script that all adult can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Once a dangerous behaviour has occurred, the Headteacher needs to be made aware immediately and a risk management plan should be put in place following this incident. This needs to be documented. (See Annex 3 as an example)



Reflect, repair and restore (after an incident)

Once the child is calm, relaxed and reflective the experience can be revisited with an appropriate, trusted adult (based on anxiety mapping). The adult will revisit the experience by retelling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened (tell the story).
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how (people outside of the incident, including teachers and parents).
- Explore how we can repair relationships. (Bring two parties together)
- Summarise what we have learnt so we are able to respond differently next time.

Physical intervention

There are situations when physical intervention may be necessary. Specific Staff are trained by Cambridgeshire Steps trainers in how to safely use physical intervention. Specific Staff are instructed to be aware of the child's age and individual circumstances when moving them, as some children find this more upsetting than others.

Fixed period Suspension and Permanent Suspension

Dangerous incidents may result in a fixed term Suspension or permanent Suspension. These decisions are not made lightly and are informed by Local Authority guidance including the Suspension and Permanent Suspension from Maintained schools, academies and pupil referral units in England including pupil movement – Guidance for maintained schools, academies and other referral units in England September 2022 and Behaviour in Schools – Advice for Headteachers and School staff – September.

Parents are informed immediately of the decision and reasons for the Suspension. This will initially be done on the phone and then in writing.

Suspensions cannot be for more than 45 days, and they need to be lawful, reasonable, fair and proportionate.

Permanent Suspensions and fixed term Suspensions can only be decided by the Headteacher. In the event of her not being available, this policy provides written permission for the Executive Deputy Headteacher to act on her behalf and permission is given for her to exclude or seclude

At all junctures of this process the child's view must be sought. The adult must repeat back to the child their views, opinions and thoughts to ensure they are understood correctly.

Permanent Suspensions require involvement of the Local Governing body. Permanent Suspensions and fixed period Suspensions need to be shared with the Local Authority. Parents will not be pressured into taking children home for cooling off. This is not acceptable.

In July 2022 the DfE released updated Behaviour and Suspension guidance. (See attached) The policy states that '**When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension**'

For any suspension/ Suspension queries please contact your Link Specialist Teacher in the first instance.

Your school's Link Specialist Teacher is Barbara Stone Barbara.Stone@cambridgeshire.gov.uk



There is also an Suspension hotline available between 2pm and 4pm Tel: 01353 612812

For all other Access and Inclusion queries please email both A and I Co-Ordinators. This will enable us to support you as swiftly as possible.

Tracey.Jordan@Cambridgeshire.gov.uk and Kirsty.Yare@Cambridgeshire.gov.uk

Reintegration after Suspension

A reintegration meeting is held with the parents and child on their return to School as per the letter sent to parents.

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

Pupils will be offered a fresh start;

Help them understand the impact of their behaviour on themselves and others;

Teach them to how meet the high expectations of behaviour in line with the school culture;

Foster a renewed sense of belonging within the school community;

Build engagement with learning.

Communication with parents to support the child in their journey through school in a more positive way.

Responsibilities of and Reporting to Local Governing body

Termly all Suspensions and Suspensions need to be reported, discussed and all patterns reviewed by the Local Governing body. The demographics and needs of all children must be reviewed. This will be an agenda item on the LGB termly meetings.

Please see attached Summary of Governing boards duties

Responsibility of School when a child is secluded or excluded

On Suspension the child has to be provided with work to be completed at home. Teachers need to provide this on the next day at the latest.

On permanent Suspension, the school is responsible for providing work for the child for the first five days. From day 6 the responsibility moves to the Local Authority.

Behaviour of children outside of school premises

Schools should collaborate with local authorities to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or that could adversely affect the reputation of the school

Tier	Behaviour	Consequence	Response
1	<p>Rude noises</p> <p>Wandering around the classroom</p> <p>Not sitting smartly (lounging on desks, sprawling in book corners etc)</p> <p>Calling or shouting out</p> <p>Running in the School building</p> <p>Wasting learning time</p> <p>Swinging on chairs</p> <p>Jostling/pushing in line</p> <p>Invading others personal space</p> <p>Dropping litter</p> <p>Misuse of School equipment</p> <p>Teasing</p>	<p>Verbal warning</p> <p>Name on the sad face or red face.</p> <p>Warning not heeded- move to red.</p> <p>If behaviour improves move back to amber.</p>	<p>Move to sad face – move back up as soon as possible.</p>
2	<p>1.Continuation or constant repetition of any of the behaviours in level 1</p> <p>2.Isolated incidents such as -</p> <p>Swearing in conversation</p> <p>Throwing objects</p> <p>Being unkind/making fun of others (ability, appearance, family etc)</p> <p>Pushing/shoving / over boisterous play</p> <p>Taunting</p> <p>Misuse of toilets/cloakrooms</p> <p>Telling lies/not being honest</p> <p>Non-compliance/not getting on with tasks or not completing tasks</p> <p>Causing danger</p> <p>Significant disruption to learning</p> <p>Bringing mobile phones, electronic devices into School without permission (should be kept safe by an adult if arranged in advance)</p> <p>Persistent lateness</p>	<p>Sent to reflect with SLT member.</p> <p>Class DIAMOND AWARDS or ARBOR recording</p> <p>This could result in a fixed term suspension.</p>	<p>Move back as soon as behaviour addressed</p> <p>KS1 have restorative conversation and then return them to the class.</p> <p>KS2 – conversations that take longer than 5 minutes will result in a lunch time to be used to catch up on the work they have missed.</p> <p>Note on Diamond Awards.</p>
3	<p>Continuation or constant repetition of any of the behaviours in Level 1</p> <p>OR</p> <p>Serious isolated or repeated level 2 incident</p> <p>Refusing to listen to adult instructions</p> <p>Intentionally walking away from an adult</p> <p>Intentionally damaging School property or property that belongs to another child</p> <p>Swearing directly at another person</p> <p>Stealing</p> <p>Writing graffiti on walls, books etc</p> <p>Violence (lashing out, kicking, biting etc)</p> <p>Direct name calling relating to race, religion, gender, sexuality, appearance etc</p> <p>Active refusal to follow instructions or carry out tasks</p> <p>Bullying/controlling and coercive behaviours</p> <p>Leaving the classroom without permission</p> <p>Answering back/arguing with an adult</p> <p>Inappropriate sexualised behaviour (touching/showing</p>	<p>Immediately removed to the SLT responsible reflection zone.</p> <p>Call SLT</p> <p>Record on DIAMOND AWARDS</p> <p>Fixed Term Suspension may be a necessary sanction so this must be discussed with SLT.</p>	<p>After 3 session parents will be contacted. The meeting must be minuted and parents must get a copy. After the third letter a risk reduction / PSP/ safety plans need to go into place to try to be proactive in avoiding letter four</p> <p>Behaviour book used to record these.</p>

	<p>private body parts, sexualised language) Inappropriate use of media/ICT/internet</p>		
4	<p>Excludable offences in line with suspension guidance</p> <p>Continuation or constant repetition of any of the behaviours in tier one where learning of others is consistently compromised and actions have failed to improve the situation over time – clear written record</p> <p>Extreme violence / physical assault (fighting, intentional harm to others etc) Prolonged bullying, threatening, controlling and coercive behaviours Inappropriate intentional sexualised behaviour (touching another child, asking to see their private body parts, initiating sexual acts etc) Intentional racism Continuous refusal to do as reasonably asked by adults- compromising learning and good order</p>	<p>Complete Serious Incident Form and give to a member of SLT</p> <p>Discuss with SENCo (Risk Reduction Plan, PSP, etc)</p> <p>Referral to outside agency for support Remember- Any racist/LGBT incident must be referred to SLT; Office Manager has to complete Incident Report Forms and reported to CCC PRIDE portal.</p> <p>Fixed Term or Permanent suspension</p>	<p>Parent meeting must be minuted and parents must get a copy. a risk reduction / safety plans need to be implemented to be proactive in avoiding</p> <p>HT to meet with parents of victim and perpetrator following serious incident/ suspension.</p>

Behaviour Policy Annex 2

What are the Possible Causes of Challenging Behaviour in Children?

Knowing what causes challenging behaviour in children is crucial for dealing with it appropriately. Some potential causes include:

- **Health:** does the child have an underlying medical problem that explains their behaviour? If a child is experiencing pain or discomfort then they may be acting out to express this, particularly if they have a problem communicating it.
- **Behavioural difficulties:** conditions like ADHD, autism, and other learning difficulties may make the child unable to handle and express their feelings effectively. Furthermore, if other children leave them out due to these difficulties, it's likely to make their feelings and behaviour worse.
- **Change:** it's worth asking yourself whether the child has been through any big changes recently and whether this is causing them to display challenging behaviour. For example, if they've moved school, their parents have separated, or someone close to them has passed away.
- **Learned behaviour:** the child may have learnt that acting out is how they get what they want, or may have been in an environment where everyone acted in the same way.
- **Home environment:** if the child has a poor home environment, such as frequent arguing, then they may feel like shouting and hostility is the norm. Additionally, if there are parental issues, such as domestic violence, mental health problems, and substance misuse, the child may adopt challenging behaviour as an outlet.
- **Boredom:** challenging behaviour may arise if the student feels bored in class and with their work. Moreover, an unrecognised talent may also result in the behaviour, as students struggle to stay on track with something they already know how to do.
- **Lack of routine:** a lack of routine, often in the their home environment, can also create challenging behaviour. For example, late bedtimes and not enough sleep, insufficient support, and no behavioural boundaries.

1. Turn Negatives into Positives

Information and commands sink in better when we're told what we should do, rather than what we shouldn't. For example, we react much better to statements like "Thomas, please talk quietly" than "Stop shouting Thomas." Framing your instruction positively, as opposed to negatively, will have much better results.

Furthermore, when a child behaves in a typically 'negative' way, identify their reasons for acting that way instead of just punishing them. Then, discuss alternative ways that they can achieve their desired outcome. For example, if they misbehaved because they wanted attention, establish a turn-taking system where they get plenty of opportunities to speak. Children will soon learn new behaviours when it helps them get what they want without punishment

2. Teach Positive Behaviour

Rather than trying to completely remove unwanted behaviour, you should **focus instead on facilitating the behaviour you want**. Identify what counts as good behaviour and how you want your class to behave. Then, work on ways to communicate it.

Have a class discussion about positive behaviour and base an activity on it, such as creating reminder posters for the classroom. In doing this, you're getting students involved in a stimulating activity rather than directly telling them what to do, which will have better results.

3. Model the Behaviour You Expect

Be a positive role model and behave in the same way you expect your students to. For example, if you ask your students to always be on time, make sure you demonstrate good time management. Similarly, if you ask students to be organised, ensure your organisation matches it.

4. Communicate Well

Always ensure that you **communicate clearly and consistently**. The way you phrase your comments can have a big impact on the way children perceive them. For example, you can try to:

Preface your requests with 'thank you'.

Be specific.

5. Recognise Good Behaviour and Achievements

Most children misbehave from time to time - that's just a fact of childhood. However, they also learn new things and make magnificent progress every day, and that's an achievement in itself. **When a child behaves well or completes a good piece of work, make it known.** Tell them well done and show the rest of the class how proud you are. In doing so, other children are more likely to behave positively to get a similar reaction.

6. Proactively Develop Relationships

Take the time to get to know each of your students and build relationships with them. Talk about common interests, open a casual conversation, and always ask them how they are. You could even ask them for advice and recommendations on something, such as "I want to read a new book. Has anyone read any good ones recently?"

7. Have a Quiet Area

Establish a time out/**quiet area in the classroom** that students can go to when they're displaying challenging behaviour. However, rather than making this an area for punishment, **make it an area for reflection and calming down.** Ask students to bring an item for the area, like a teddy or a picture of their pet, that they can use to bring enjoyment when they're struggling to manage their behaviour.

8. Keep Class Disruptions Minimal

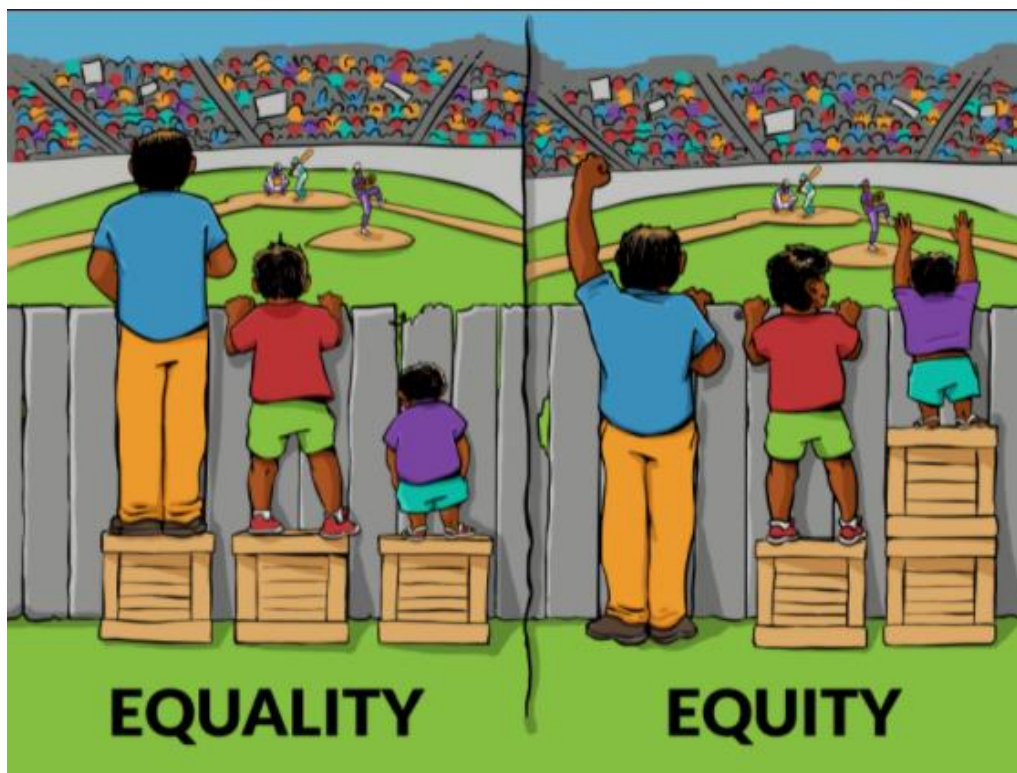
When you do have to call a student out on their behaviour, ensure you do it in a way that minimises class disruption. Shouting at a student in front of them will likely make them feel embarrassed about their behaviour. As a result, they'll likely feel annoyed at you and won't want to listen to what you say next. Instead, use a simple glance or a directed question to let them know that you've recognised their behaviour and there'll be further consequences if they continue.

9. Communicate with Parents

Maintaining frequent communication with parents is essential for managing challenging behaviour. Keep them in the loop when their child has misbehaved, and ensure that they establish similar rules at home to the ones you have in school. Make parents aware of day of poor behaviour. If they collect children then let them know then, if not send a Diamond Awards but always get someone to check it.

Resources to support / share with children.

Be aware different children with certain needs will need to be handled differently.



CLASSROOM CODE OF CONDUCT!

1. We will be polite at all times.
2. We will work quietly and not disturb others.
3. We will listen courteously when others are talking.
4. We will be friendly to fellow classmates.
5. We will be truthful and honest.
6. We will respect our teacher and other adults.
7. We will be prepared for class every day.
8. We will arrive at class on time.
9. We will cooperate with others.
10. We will always do our best.

As a SUPER STUDENT,

- I am **RESPECTFUL**.
- I am **RESPONSIBLE**.
- I am **READY TO LEARN**.
- I am **ALLOWING OTHERS TO LEARN**.
- I am **CREATING A SAFE SCHOOL**.

Our Rules:

1. I will keep my hands to myself.
2. I will be respectful of others and the environment.
3. I will walk safely and quietly in our building.
4. I will always clean up after myself.
5. I will follow the directions of adults around me.

Behaviour Policy Annex 3

Behaviour Plan for XXXXXXXX Smith – based on report from SENDIASS 9/12/2021

Challenges

XXXXXXX struggles with change, he struggles with anxiety over getting things wrong and of failing. XXXXXXXX also struggles during play and lunch time. He has self regulation issues which mean that he is often unable to hear what is being asked of him when in a heightened state.

Barriers to learning/Concerns

- Becoming less with others popular due to outbursts
- If he loses basketball will throw ball at someone and will leave the lesson and go where he chooses within the school not to a particular calm down place.
- Football – if he loses or his team is losing he becomes so dysregulated he will leave the game – this is in outside football too
- Resilience in school is very low for all children
- How he is feeling he is unable to speak about it
- Smirks when he is told to go back to class and he refuses
- He will often refuse to engage in tasks
- Teachers and support staff feel powerless when he refuses
- Downstairs kitchen is a place where he can go – he has a red card to show before he goes
- Teacher gives verbal reassurance – even when working with another group she will praise.
- XXXXXXXX Insistent on things being totally fair – he struggles that other people have time with the teacher or time away from the classroom which he feels is unfair

Behaviour expectations

- XXXXXXXX cannot hurt or endanger children
- XXXXXXXX does need to do what is being asked by adults – after time to self regulate
- XXXXXXXX needs to be in class to be able to make progress and succeed.

Strategies to use to support XXXXXXXX with his self regulation

Ride the wave- disempower the behaviour

If XXXXXXXX becomes anxious and runs off and out of the class – allow it to happen – don't follow straightaway instead use a script "When you're ready to come back-I'll be here" he may take a while to come back and that's ok- he will come back and then should be thanked

Identifying safe place just for him – when XXXXXXXX is calm and regulated have a conversation with him about where he feels is a good safe place. Explain to him the need for him to use that place so that if there was an emergency situation in school you would know where to look for him – this could be linked to a social story. XXXXXXXX should then be able to freely access this place when he feels the need – it is unlikely he will use a red card whilst



in a heightened state- also avoid putting a time on it – we can't schedule anxiety or stress. He may stay there a considerable amount of time – that's ok – do a check in use a de-escalation script eg "I am in the corridor – when you're ready to talk" if he goes to a safe place he doesn't need to be immediately followed or supervised. If XXXXXXXX chooses to be out of class for the whole lesson then he will take the work home with him to complete it at home.

Calm bags Have some calm bags available to use and easily grabbed by staff. They can contain fidget toys, bubbles, lights, squishy things – be mindful of them being thrown. The adult sits with the bag and plays with something from the bag – avoid asking him to join in instead look very interested and enjoy the object when he joins to have a look offer the object to him to have a go if it's appropriate engage in conversation and 'notice' his departure – "I saw you ran out of the room – I wonder what was bothering you?"

Visual timetable – using a VT can help remind XXXXXXXX what's happening next and what he can expect. He can see the structure in the day.

Lunchtime supervision – football will only be played if children are prepared to keep it safe. Staff will end the game before it becomes an issue. XXXXXXXX will agree a safe place to go to at lunchtime if on the field.

Behaviour policy will be explained to XXXXXXXX and the part that if he injures/hurts another child will be explained to him as this is a non negotiable.

Signed by Headteacher

Date

Signed by Class Teacher

Date

Signed by Parents and child

Date

A summary of the governing board's duties to review the headteacher's exclusion decision

Conditions of exclusion

Governing board duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous suspensions, will take the pupil's total number of days out of school above 15 for a term
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test*

↓ Yes

The governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.⁴⁹

*If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.⁵⁰

↓ No

Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

↓ No

The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

Yes

Have the pupil's parents requested a governing board meeting?

↓ Yes

The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

↓ No

The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.