



Behaviour Policy

Rationale

Our Behaviour Policy is based on -

- All interactions will be based on the rights of the individual to be safe, to teach and to learn.
- All members of the school community will teach responsibility by holding each other to account and using the language of choice, give positive or negative consequences.
- The emotional environment of the school will be warm and supportive. Expectations of behaviour should be high with clear, well displayed and taught routines. Instructions should be given unambiguously with continuous appropriate praise. All effort and achievement must be rewarded.
- Teachers and other adults will have a repertoire of strategies to support poor choices.
- We will have clear, well-used rewards, short, medium, long term and cumulative. We will ensure all children are rewarded. Sanctions will be hierarchical.
- All members of the school community should be aware of the policy and feel confident in sharing in the management of children's behaviour.

Our Three Golden Rules

Rules

Our School Rules will be explicitly taught and displayed:

Class Rules will be drawn up through whole class agreement at the beginning of the year – and displayed. They will reflect basic classroom rights in order to encourage responsibility.

- 1. Respect Yourself**
- 2. Respect Others**
- 3. Respect the Environment**

Choice

The language of choice will always be used. This removes the power struggle and regards mistakes as part of learning. We recognise that you can't make children do things; they choose their behaviour. We encourage responsibility by using 'if'. For example: "If you choose to continue to work loudly and disturb others on the table then I'll ask you to work over here." The language of choice should always be given before a formalised sanction, e.g. being placed on the Tracker. All good choices should be recognised as that.

Routines

1 to 2 days at the beginning of each term are used to develop / remind children. These provide security for our children who need consistency, fairness and clear expectations. Each class will also have their own routines and these should reflect age appropriate expectations.

Descriptions of the behaviour expected will be:-

- Displayed
- Reminded of before the instruction
- Children told that they will all do well
- Instruction given to as many children at any one time that can complete it with success
- Others will watch
- Thanks will be given for following the instruction
- Politeness at all times will be taught and modelled by staff.

Strategies

All staff will have a range of strategies (low, medium or high) at their disposal and are the means to ensuring that our children follow our instructions. We aim to use as many low level strategies as possible to create emotional warmth in our classrooms. A list is attached (see Appendix 8). The language of choice should always be used.

Rewards and Sanctions

"Effective sanctions limit behaviour; only rewards change it."

There are a wide range of rewards and sanctions in operation at St. Thomas'. Most but not all, are listed in the School Behaviour Plan (see Appendix 1).

Sharing in the Management of Children's Behaviour

- All staff share the management of behaviour in classes other than their own. Positive interaction with children from staff is essential in all areas of the school and at all times of the school day (e.g. corridors, assemblies, lunchtimes, lining up after playtime). This makes the emotional environment warm and reflects our nurturing ethos.
- 'Parents/Carers' should know about, understand and accept our School Rules and Behaviour Plan. Parental involvement and support is a vital part of our policy and this is communicated to parents through school brochures, reports and news letters (and to new parents as part of our induction process for children). Our Home/School Contract also seeks to gain parental support as do our monthly Parent coffee chats.

The First Week

We believe the principles on the first two pages of this Policy to be so important, that the first week of the school year is devoted entirely to the establishment and reinforcement of them within each classroom. In particular the teaching of rules and routines is considered fundamental to securing an appropriate learning environment for the year ahead (see Appendix 2).

Teaching Positive Behaviour

At St. Thomas' we do not assume our expectations of social behaviour are so obvious that they do not need to be taught. As a result we aim to deliver at least one session per week in each class which focuses on behaviour and is driven by the SEALS curriculum.

In addition our regular whole school worship is centred around core Christian values which change on a half termly basis and follow a two year cycle (see appendix 3).

Children who need additional support are able to access small group focused work which is separate to the main work going on in the classroom.

St. Thomas' CE Behaviour System (see Appendix 1)

This is based on the rights of children and teachers to learn and teach and to feel safe and forms the central part of our Behaviour Policy. The importance of keeping the School Rules is the principle on which the Behaviour Plan operates. We operate a five staged approach to sanctions with Stage 4 and 5 requiring a response from parents (Appendix 3). Teachers keep a record of the stage reached by a child each day on a "Tracker" sheet. This helps to identify patterns of behaviour and is useful for providing parents with a record of their child's behaviour in class over a period of time. The Tracker is not intended as a "punishment" but rather a means of ensuring that the teaching and learning of the class is given the highest priority.

Achievement Assemblies

These are held on Friday afternoons for all classes in the school.

The assemblies are a celebration of achievement, for individuals, groups and classes. Awards are given to individual children for learning in all areas of the curriculum including behaviour these are displayed in the Hall for the week. Good attendance is also rewarded (see Attendance Policy). The behaviour badges are also given out. The badges are collected by the children who receive a reward at the end of the year dependent upon the colour of their final badge.

This assembly also gives an opportunity for children to share their out of school interests/achievements with the whole school.

Lunchtime Policy (following the Rationale)

Aims

- Reduction in late-starting afternoon lessons
- Improvement in the self-esteem, productivity and job satisfaction of Lunchtime Supervisors
- Making lunchtimes a valuable and happy experience for children.

Rights

It is important that children and Lunchtime Supervisors have the right to play, to supervise and to feel safe at lunchtime, whether in the classroom or playground.

Lunchtime Supervisors are valued members of staff and have the same rights to respect as teachers. Consistency from staff is vital:

- All staff should give the same response to children's behaviour at lunchtime (e.g. the language of choice should be used to encourage responsibility)
- All staff should use the same systems of rewards and sanctions (although these may be adapted for specific lunchtime use)
- All staff are responsible for all children

Rules

These need to be explicitly taught. They have been drawn up with the children.

Dining Hall Rules:

- Please walk. Never run.
- Please use whisper voices.
- Please respect your food.

Playground Rules:

"Happy playtimes, the big 5"

1. Kind thoughts and words.
2. Kind hands and feet.
3. Play on your own playground
4. Play sensible games and don't hurt other children.
5. Stop playing when the whistle is blown.

Rewards:

Lunchtime supervisors will have special stickers to reward children for good behaviour. These stickers will be added to the children's bookmarks which when completed they exchange for a prize.

Sanctions:

- **A warning will be given that if they continue with the wrong choice of behaviour they will be sent to the time out room.**
- **If a child continues with the wrong behaviour. The child will be sent to the time out room with a prefect.**
- **If it is a violent or abusive misdemeanour a member of the SLT will be sent for.**
- **Depending on the seriousness of the behaviour children may have to miss a play time and stay in the time out room.**
- **If a child has to go into the time out room 3 times in a week a letter is sent home to parents.**

Persistent inappropriate behaviour will result in a period of lunchtime exclusion (one lunchtime exclusion is, by law, the equivalent of half a day of official exclusion.)

Abuse of Lunchtime Supervisors, whether spoken or physical, will not be tolerated.

Sharing in the Management of Behaviour:

Children:

- Year 5 and 6 children are trained to be "Playground Pals" to the infant children on the infant yards.
- School Council members can suggest strategies to improve behaviour at lunchtimes based on the collection of views from the School Council boxes in their class.

Staff:

Lunchtime staff also work in school as Teaching Assistants and Learning Support Assistants. Therefore all lunchtime staff are aware of issues regarding individual children that have arisen during the day.

Managing the Most Challenging Children

At St. Thomas' we experience a variety of challenging behaviours on a regular basis but we do not accept them as inevitable or unchangeable.

Aims

Through adherence to the Rationale and Guidelines on pages 1 and 2 of this Policy we aim to

- Reduce incidents of socially unacceptable behaviour through the establishment of a 'supportive and positive environment'
- Meet the specific needs of individual children through 'planned intervention' drawn up in IBP's or Pastoral Support Plans
- Ensure 'strategies' (and resources) are in place which allow the teaching and learning in classrooms to continue without disruption
- To work towards a 'restraint free environment' in which all children/staff feel safe.

Guidelines (relating to the 4 aims above)

1. Supportive Environment: Behaviour should be viewed in relation to its antecedents within the areas of:

Classroom Management:

Seating arrangements to minimise disruption

Placement of resources

Preparation of resources

Preparation of lessons

The working environment

2. Curriculum:

Adapting teaching styles

Being aware of differing learning styles

Appropriate content

Appropriate differentiation

Behaviour Management:

Knowledge of individual children

Creation of a positive classroom/working environment

Effective use of rewards and sanctions

Positive Handling

Social Management:

Sensitivity to flashpoints

Awareness of potential problems (particular times, people, location etc.)

Consistency – to the individual child (both in their understanding and experience)

Planned Intervention

Support Plans / Action Plans

If, in the view of the Head, a child is at risk of exclusion, parents will be invited by the Headteacher, to a meeting in which a Pastoral Support Plan and parent contract will be drawn up to target the child's needs. Where appropriate, the targets should be agreed with the child towards the end of the meeting.

(See Appendix 4).

The Headteacher, Inclusion Manager, and child (if appropriate) will receive a copy of the Support Plan.

Support Plans are not guaranteed to succeed and some variance in staff tolerance levels is inevitable. It is the staff member's role to liaise with other staff to share information/strategies.

Support Plans take a lot of patience, require an appropriate time-scale and flexibility in their implementation (some "logical" strategies fail whilst more unorthodox ones work)

but:

The consistent application of rewards and sanctions will be the most successful form of behaviour modification with the majority of children.

Assessment

Individual assessments are carried out by the school's inclusion coordinator and also by the school's Education Psychologist. These are crucial in identifying the focus for target setting in Support Plans.

Examples include:

Strength and Difficulties questionnaires

Boxall Profile

On-Task profiles and observations of specific behaviours.

Southampton Assessment

Teacher's log incidents on individual children, using the school's record of incident sheet kept in the class file.

Strategies/Resources to Safeguard Teaching & Learning

If, despite the consistent use of rewards and sanctions, a child is severely disrupting the class to the extent that teaching and learning is unable to take place, communication (see above) will occur to enable the child to be removed from the class to work under the supervision of a member of the SLT.

Activities

Depending on the emotional state of the child, this work will be in the form of one of the following:-

- Pastoral with reference to the IBP/Support Plan targets
- Work on the basic skills as provided by the class teacher
- A continuation of the work being done in class

Rewards and sanctions

These are similarly crucial in such settings and may be additional to those in operation elsewhere in the school, but must always be communicated to the class teacher.

The rationale here however is 'to provide the appropriate emotional stability for a return to the classroom as quickly as possible without making the withdrawal such an enjoyable experience to which the child will want to return on a regular basis.'

Following HT/DHT consultation with the relevant staff, a child may be required to miss playtimes/lunchtime play if this is one of the sanctions contained within the PSP. Similarly, rewards for good behaviour in the Plan may include timetabled reward time.

Other Rewards

- Class teachers often provide additional reward systems for their most challenging children e.g. target cards, monitorial duties. Again these will usually be contained within the PSP.
- The Head/Deputy will write letter home praising the child for his/her successes – however minor – and give a copy of the letter to the child.
- Children may make a phone call home to inform parents of good behaviour

Other Actions

- Where the action of a child is severely and persistently disrupting the teaching and learning a letter will be sent to the parents/carers by the Head or Deputy Headteacher and if not already in place, a meeting called to draw up a Pastoral Support Plan. These letters will be placed on file and are distinct from teachers' stage 4 tracker letters.
- The child may also be put on "report" with daily notes being taken of behaviour by the class teacher/mentor. Wherever possible and to ensure communication with parents, the Report Book should be taken home every day. It is acknowledged that such record keeping/letter writing places a burden on staff, however the phrase "no surprises" is extremely important to adhere to when dealing with the delicate matter of parental knowledge of their child's behaviour at school.

The Management of Violent/Abusive Behaviour and the Use of Restraint

a) Common Aspects of Children Displaying Defiant/Violent/Abusive Behaviour

- Disruptive behaviour is often a system of fear, failure or frustration
- Real or imagined "slights", minor disruptive incidents or tension within the classroom can trigger incidents which produce hostile responses in an emotionally fragile child

- Outbursts of violence may be exhibited, the cause of which may originate out of school or even due to the child's history.

b) Initial Management of the Behaviour

- The level and nature of the intervention will depend on the attitude and behaviour of the child
- When staff observe tension the initial approach should be low key
- Attempt to divert the child from his/her intended outcome
- Where the child dismisses all avoidance options suggested by staff and aggressive behaviour escalates towards violence, the member of staff should decide whether to summon support or take other measures to safeguard the safety of all present.

c) Principles Governing the Management of Challenging Behaviour

Staff may use many strategies to manage disaffected children. The selection of strategies depends, in part, on the personality, character and temperament of individual staff. No set strategies guarantee a successful outcome but the following principles should govern any staff decisions:

- It is essential that staff remain objective and calm. It is not possible to manage children effectively when one becomes "heated" by the circumstances.
- It is important to listen and respond quietly to the child rather than overwhelm the child with loud and insistent directives (loud, nagging demands).
- If no immediate solution is obvious ask the child if you can deal with the difficulty at an agreed later time. Imposing an immediate "solution" may not dispel the child's frustration, whereas time-distancing problems sometimes do.
- Avoid hardening your attitude. Staff should keep their position flexible for as long as possible without losing their perspective. Don't push towards a confrontation.
- Always maintain positive attitudes that are constructive. By stressing positive behaviours regularly, you are reinforcing desired attitudes in your children. Refer to the child's previous achievements and promote self-esteem.
- In confrontations negative factors should be stated in a neutral tone of voice. Factual statements should be used as the basis for staff/child discussion.
- Always use the language of choice rather than impose directives or "threats". The child must know that it is he/she making the decision.
- Create "diversions" involving other people in order to dispel the child's aggression. Resist becoming "cornered" in an argument. It takes two to sustain arguments.
- Decide when appropriate to involve other adults in support. Supporting adults can encourage supportive attitudes in other children in the class in order to "talk round" the aggressive child.
- When support is available remove the child from an "unhelpful" environment. Don't allow negative peer group "encouragement".

- Staff must assess the risks, promote physical safety and do everything possible to prevent physical injury.

d) Positive Handling

The Principles:

- When aggressive children escalate confrontations to the point of violence staff should, as far as possible, promote physical safety for all pupils involved. This may require positive handling of aggressive children. Most staff have been trained in the "Team Teach" method and have been given official authorisation for its use. Only Team Teach methods should be used; no other handling strategies whatsoever are permitted.
- The names of staff able and willing to use the Team Teach methods should be displayed in each classroom near to the door and in the Staff Room.
- In most situations holding the child by the forearm will be the only Team Teach technique necessary to prevent a child causing harm to others.
- Later when the child is calm and seated, a discussion should take place on the reason for the outburst. Discussion should include other more acceptable, options to the resolution of the cause of the violence. This follow-up action is the crucial element of support for children who use violence.
- There is an expectation that trained (and named) staff should act within their "duty of care", and use positive handling in order to prevent harm to others. All staff, however, may provide support, and the Team Teach "help protocol" will allow them to play their part in the process.
- Risk assessments should always be carried out prior to using positive handling techniques. Is positive handling the safest way of preventing harm to others at that particular time and in that particular environment?
- If, when drawing up a PSP/IBP/Action Plan for a particular child positive handling is considered a necessary strategy to prevent harm, a handling policy relating to that child will be completed and circulated to the relevant parties/agencies (see Appendix 6 for model policy document).
- A Violent Incident Monitoring Form (see Appendix 7) should always be completed and a copy given to the Headteacher and placed on file.
- Any injury should be examined, treated and recorded by qualified First Aid staff.
- Data analysis of positive handling records will be made at regular intervals.
- Senior Management should provide opportunities for staff, as well as children, to reflect on an aggressive incident and offer appropriate support.

The Positive Handling of A Violent Child

(It is considered that action under this heading will normally only be considered in a very small number of instances).

- Prior to containment, the staff should advise/warn the child that this is about to happen. During a holding/containment staff should use a

reassuring tone of voice and explain to the child what is/will be happening.

- If it becomes necessary to physically hold/contain a violent child to avoid injury, the amount of force used must be the minimum necessary to hold the child safely.
- In some circumstances a child can be held sufficiently to calm down by a member of staff putting an arm around the child and holding the child's arm or shoulders. Care is needed if arms are held as a struggle could result in an arm being wrenched – even broken. The risk is minimised if the other arm is held.
- Generally the most useful form of positive handling is to hold the child with both arms in a “wrap”.
- The length of time a child is held/contained should be the minimum necessary to regain control of the situation. As soon as it is safe positive handling should be gradually relaxed to allow the child to regain self-control.
- It is useful to have another member of staff to help the teacher to reduce the amount of strength necessary for containment. However the greater the number of staff involved the less efficient the procedure becomes as communication between staff can break down, resulting in a melee of arms, legs and raised voices.
- If it is necessary to hold/contain a girl, a female member of staff must be present from the earliest possible time.
- At no time during or after positive handling must clothing be forcibly removed from a child – however footwear may need to be removed to prevent damage/injury.
- Staff involved in Positive Handling will receive a de-brief with a member of the SLT.

*NB: Sufficient staff time will need to be devoted to the period for discussion/reflection with the child following a violent incident if our aim of working towards a “restraint free” environment is to be realised. Therefore in practice, it may often be the Inclusion coordinator, Headteacher or Deputy Headteacher, who utilise positive handling techniques and follow them up. Trained and authorised staff must note however, that they have a “duty of care” to prevent harm and they must make a risk assessment, before deciding whether to use positive handling, particularly taking into account the possible time delay in securing other help.

Risk Assessments

Planned physical interventions should only be used when the risks of employing an intervention are judged to be lower than the risks of not doing so.

Section 550A of the Education Act 1996 sets out circumstances in which reasonable force may be used in schools.

These are to prevent a pupil:

- Committing an offence
- Causing personal injury
- Causing serious damage to property

- Engaging in any behaviour prejudicial to the maintenance of good order and discipline in a school or among any of its pupils

Factors to consider when making a risk assessment:

Risks to staff and children – physical intervention could:

- Be used unnecessarily, that is when other methods could achieve the desired outcome
- Cause injury, pain, distress and psychological trauma
- Become routine, rather than exceptional methods of management
- Increase the risk of abuse
- Undermine the dignity of those involved or humiliate/degrade them
- Create distrust and undermine personal relationships

The main risks to staff include:

- As a result of physical intervention they suffer injury
- The experience stress or psychological trauma
- Disciplinary action

The main risks of not intervening include:

- Staff may be in breach of the duty of care
- Children, staff or other adults will be injured or abused
- Serious damage to property will occur

Planned physical interventions i.e. positive handling, should always be part of a Support Plan (PSP,IBP or Action Plan on the return from exclusion) for the individual child. A Handling Policy relating to the individual child should be drawn up using the proforma in Appendix 6.

Only trained and authorised staff should use positive handling strategies. Unplanned intervention may be necessary when a child acts in an unexpected way. Staff retain their duty of care and any response must be proportionate to the circumstances. Staff should use the minimum of force necessary to prevent injury and maintain safety, consistent with appropriate training they have received.

Pupil's conduct outside The School Gates

The school will discipline any pupil's poor behaviour that takes place outside the school gates by; discussing with the child/children what has happened, how they can put it right and if appropriate by contacting parents, the Police or Community Support Officer. (Section 89(5) of the Education and Inspections Act 2006)

A teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- When the pupil is wearing a school uniform or in some other way identifiable as a pupil from St. Thomas' CE Primary School

Poor behaviour includes:

- Bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.
- Any behaviour that may have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Behaviour that adversely affects the reputation of the school.

Screening, Searching and Confiscation

- School staff can search pupils with their consent for any item which is banned by the school rules.
- A teacher may ask the pupil to turn out their pockets or if the teacher can look in the pupil's bag or drawer.
- A teacher may undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in their possession a prohibited item (including stolen items)
- School staff can view CCTV footage in order to make decision as to whether to conduct a search for an item

Professional Development

The school is committed to the professional development of staff in the area of behaviour management. It is only through providing training for staff and allowing them to put what they have learnt into practice in the classroom; that behaviour management skills and thus children's behaviour – will be improved.

REAL TRUST TRAINING

The school is a member of the Rochdale Education and Learning Trust, and as such has access to training in many areas, including those concerning behaviour. Individual staff have attended sessions on areas such as the "Behaviour Curriculum, inclusion and peer counselling.

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Appendices

St. Thomas' CE Behaviour System

A. Breaking the rules will result in:

A reminder to "stop, think, make the right choice" and if this is not effective then:

Stage 1 A warning

Stage 2 Time Out in the classroom □ 5 mins

Stage 3 Time out in adjacent class □ 10 mins

Stage 4 Time out in Head Teacher's office 15 mins. A stage 4 letter sent home to parents/carers by the class teacher.

Stage 5 Child works out of class for the rest of the day near the head's office under the supervision of a member of the SLT. The following day they will work out of class for around 40mins or until it is deemed appropriate for them to go back to class. A stage 5 letter will be sent out by the Head teacher.

A refusal of any kind or walking out of class will result in a 15min time out in the heads office and will go straight to stage 4.

Each of the stages 1 to 5 will be recorded on the class "Tracker Sheet" on a daily basis.

Extreme behaviour

Children who lose control in school, use abusive or racist language, hurt someone deliberately, refuse to follow instructions/requests, or damage of school property beyond a stage 4 / 5 will be sent home or excluded.

Children have the right to learn, teachers have a right to teach and everyone in school has a right to feel safe, therefore as a last resort:

Children whose conduct persistently prevents others in the class from learning, who frequently use violence, or cause severe disruption will be excluded from school.

Keeping the rules and being polite will result in:

Praise from staff – all staff make a conscious effort to say something positive to each child every day.

Badges – all children will earn badges for accumulative days not on the tracker.

Stickers – all children are given a bookmark to collect stickers on. They exchange these for a prize when completed

Celebration Assembly – Every Friday at least two children from each class are given 'the star of the week' certificate for various reasons. Their names are displayed on the celebration board.

Peer nominations – each term children are given the chance to vote for a member of their class to receive an award in a given aspect. eg. Person with the most positive attitude.

Prefects and Head boy/Head Girl – year 6 children will be nominated and voted for to hold one of these posts of responsibility.

Appendix 2

First Week

Establishing Class and School Routines:

- Coming into the school
- Coats
- Entering class
- Beginning of the day
- Literacy
- Numeracy
- Tidying up
- Access to equipment
- Getting out of the seat
- Register
- Changing reading book
- Going to assembly
- Lining up in class
- Assembly
- Going out to PE
- Coming in from PE
- Changing for PE
- Exit
- Homework giving
- Homework returning
- Artwork
- Sharpening pencils
- When work is finished
- Rubbers
- Play
- Use of the computer
- Use of computer room
- Asking for something
- Attitude to support and other adults
- Noise levels for different activities
- Going to the toilet in lessons
- Going to the toilet from outside
- Drinks, fruit
- Coats not hung up
- Visiting other classes
- Showing work to others
- Lunchtime, back in, coats hand washing, getting food, eating, returning trays, seconds.
- Ready to work, needing help
- Level of voice for different activities
- Playtime
- End of the day, coats, homework, winding down, goodbye
- Listening
- On the carpet
- Working
- Talking
- Answering questions

Appendix 3

Christian Value Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Community	Hope	Friendship	Compassion	Justice	Courage
Year 2	New Beginnings	Peace	Respect	Forgiveness	Unity and Diversity	Fruits of the Spirit

Appendix 4
(To be sent on letter Headed Paper)

Stage 4

Date

Dear Parent/Carer,

I am sorry to have to tell you that has had four warnings for poor behaviour today, as outlined in the Behaviour Plan which we sent home to you. This behaviour concerned the following:

- Hurting another child
- Refusing to do work
- Refusing to follow instructions
- Being unkind e.g. name calling
- Being verbally abusive to another child
- Being verbally abusive
- Using racist language/behaviour
- Leaving the class without permission
- Disruption to the Teaching and Learning

I hope you will make it clear to that you support our actions as it is through school and home working together that we can improve his/her behaviour.

Thank you for your cooperation and please do not hesitate to come in and see me if you wish to discuss this matter.

Yours sincerely,

Class Teacher

I have received the letter concerning 's behaviour.

Comments:

Signed.....(Parent/Carer)

(To be sent on letter Headed Paper)

Stage 5

Date

Dear Parent/Carer

I am sorry to have to tell you that, despite several warnings,, has reached Stage 5 of the Behaviour Plan which we sent home to you.

As this is a serious breach of the School Rules contained in our Behaviour Plan, I would ask that you come to school to discuss this situation, so we can work together to sort out any problems.

Please could you contact school and make an appointment.

Yours sincerely,

Mrs R. Williams
Headteacher

To Mrs. Williams,

I have received the Stage 5 letter concerning 's behaviour.

I *will/will not be making an appointment to discuss..... Behaviour

Signed (Parent/Carer)

Badges

Number of Tracker free days	Colour
10 Days	White
30 Days	Yellow
50 Days	Green
70 Days	Red
90 Days	Blue
110 Days	Purple
130 Days	Orange
150 Days	Bronze
170 Days	Silver
180 Days	Gold

Highest colour badges possible by end of:

Autumn Term 1: Yellow

Autumn Term 2: Red

Spring Term 1: Blue

Spring Term 2: Orange

Summer Term 1: Bronze

Summer Term 2: Gold

Appendix 5

Planned Intervention: Behaviour Targets

Following the decision to draw up a Pastoral Support Plan (this may be triggered by the child regularly reaching Stage 4 and 5 of the Behaviour Plan or through behaviour leading to a risk of exclusion), specific behaviour targets need to be identified. The following are guidelines for setting these targets (also for IBPs/IEPs), preferably with the parents/carers present:

- A target behaviour needs to be identified.
- State the target behaviour in terms of observed social behaviour.
- State the strategies and provision intended to alter the target behaviour e.g. rewards and sanctions.
- Inform the child of the target(s) and provision as above, and negotiate a timescale.
- Feedback the target(s) to Tuesday morning briefing sessions.

The Principles of Behaviour Target Setting

1. To set behaviour target(s) use observed behaviour, that is, state the behaviour in exact terms, not generalisations e.g.

“He hits children when passing their seat” NOT “He is disruptive”.

Specific behaviour can be altered. Generalisations are difficult to deal with when trying to modify behaviours.

2. The starting point should be short, clearly achievable targets that will ensure success and promote increased self esteem. These can then be extended as appropriate.

3. Success relies on positive attitudes, a sensitivity to the child's responses and the creative ability to provide a variety of contexts for pupils to practise positive self management.

The use of “PIVATs” will give examples of appropriate behaviour targets at varying stages of emotional/social development – and thus a means of measuring progress.

Additional resources to aid planned intervention are detailed in Appendix 6 overleaf.

Appendix 6

Planned Intervention – Agencies/Resources

1. Counselling/Individual Support

Children may be referred to #Thrive or Healthy Young Minds for counselling and therapeutic interventions.

2. Behaviour Management Development Team

The role of this agency has been detailed within this Policy. The support and advice received is crucial in setting targets to improve/modify behaviour.

3. School Health Practitioner

Health issues may play a significant role in children who display challenging behaviour. Referral to this agency is straightforward and the response is usually swift. Valuable information can be gathered to inform Support Plans.

4. Nurture Groups

Some of our children are required to work in a nurture group for some of the time. This provision includes use of the sensory tent, forest school, social and emotional support groups and one to one support.

Appendix 7

St. Thomas' CE Primary School
Handling Policy Relating to (child's name)

This procedure will operate within the context of a written Support Plan (PSP, Action Plan or IBP)

1. The circumstances that will lead to positive handling are in accordance with the Guidance on Page 14 of the Behaviour Policy. That is, to prevent (child's name) causing harm to him/herself or others, seriously damaging property, or committing some criminal act which risks harm to people or property.

2. Staff involved will, as a matter of priority, be those who have already been trained in **Team Teach** methods of positive handling, although on occasion, containment may be assisted by another member of staff from the school.

3. Any incident of containment involving positive handling will be recorded through the school's Incident Record procedure. As an extension to this, the Incident Record will also include an estimated time by the handler of the physical containment required, and description of physical contacts made to (child's name) within the context of the incident. This will include any physical or material consequences resulting from the positive handling, rather than from the behaviour.

4. (Child's name) parents will be informed on the same date and preferably before his/her arrival home, of the details relating to the incident requiring positive handling. They will be invited into school to discuss the incident of the containment more fully and to allay any anxieties they may have about the handling.

5. The **methods** of handling will be in accordance with DfES and LEA guidance and the school's Behaviour Policy (which takes account of this guidance). These will be proper and safe methods carried out by a member of staff trained in such methods and will be appropriate to the particular circumstances of the behaviour.

This policy shall have effect from and will be reviewed on It has been circulated to:

(write in names of who has received a copy)

Signed Parent/Guardian of

Date: _____

St. Thomas' CE Primary School Incident Record

Name: Date:
Time:

Staff Reporting: Class: Location:

Antecedents: (a description of events leading up to the incident)

De-Escalation Techniques used: please tick

Verbal advice and support

Reassurance/calm talking

Humour

Distraction

Options offered

Removal of objects

Time out offered

Time out directed

Negotiation

Other (please specify)

Behaviour: abusive/violent/absconding/damage
property/assault/disruptive

Specify Consequence (consistent with the School Behaviour Policy
and Support Plan)

Action taken/Sanction imposed:

Parents Informed: Yes No

Asked to school: Yes No

Positive Handling Prevent criminal offence	Positive Handling Prevent criminal offence	Positive Handling Prevent criminal offence	Positive Handling Prevent criminal offence
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Prevent
criminal
offence

Staff Involved:

Witnesses:

Description of positive Handling Strategies Used:

Staff Discussion and reflection:	Yes <input type="checkbox"/> No <input type="checkbox"/>	SMT / DHT/ Head
Child Discussion and reflection	Yes <input type="checkbox"/> No <input type="checkbox"/>	SMT / DHT/ Head

Exclusion: Yes No

Appendix 9

Effective Behaviour Management

- Use praise to reinforce desired behaviours – give the praise immediately following the desired behaviour, be specific about what the pupil did right (if appropriate refer to the rules).
- Address the behaviour openly and as soon as possible after the behaviour has started. Praise the desirable behaviours of others nearby (proximity praise). Avoid becoming engaged in the power struggle that the child may be seeking.
- Give simple, quick directions to the pupil followed by “thank you” to indicate compliance. Follow this by immediately transferring attention to on task behaviours.
- Use direct rule statements followed by a simple statement and expectation of compliance (“remember the rule about letting others get on with their work? Back to work now thanks”)
- Always separate the person from the behaviour. Protect the child’s self esteem whenever possible.
- Use “double what” questioning to hold the pupil accountable. “What are you doing?”.... What should you be doing?” If the pupil challenges keep referring to the rule/expected behaviour.

Other uses of effective behaviour management:

- Verbal advice and support
- Humour
- Step away
- Antiseptic bouncing
- Negotiation
- Calm talking
- Offer options/choices
- Interest boosting
- Reassurance
- Distraction
- Removal of objects
- Non threatening body language

Appendix 10

Positive Handling – Scenarios

Examples Where Positive Handling Might be Used:

- A child attacks a member of staff, or another pupil.
- Children are fighting.
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A child is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- A child absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- Persistent spitting at another child/member of staff.
- A child persistently refuses to obey an order to leave a classroom.

Where Positive Handling Should NOT Be Used: (alternative strategies necessary)

- An isolated example of verbal abuse from a child.
- Defiance, where no injury to other persons or the child him/herself is likely to occur and the lesson can continue without significant interruption.
- A child pushing when lining up, where there is no likelihood of serious harm occurring (a risk assessment is needed here).
- An isolated inappropriate/obscene gesture from a child.
- A child getting out of his/her seat without permission.
- A child refusing to work.
- A child talking in class.

At all times, staff should follow the guidelines in the Behaviour Policy under the heading the “Management of Challenging Children” in order to reduce the incidence of situations where Positive Handling may be necessary. Exclusion If the guidelines in the Behaviour Policy have been adhered to, the following statement in the School Behaviour Plan (of which all parents/carers have a copy) becomes significant:

“Children whose conduct persistently prevents others in the class from learning, who frequently use violence or cause severe disruption, will be excluded from school”.

This will be in the form of fixed periods of exclusion, starting with the shortest practical length of exclusion, to allow time for: the review of Support Plans with parents; staff to review strategies and resources, and advice to be sought from various agencies.

