



Behaviour Policy

(including COVID 19 Addendum)

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Rationale

Self control and positive behaviour are necessary conditions for effective teaching and learning to take place. They are also an important outcome of successful education. Children are taught from the beginning of their journey at our school about the importance of building healthy relationships with others and recognising and managing their feelings. We aim to nurture our children to develop self control and self-respect as they grow into responsible members of society.

Purposes

To promote a 'values' based ethos where: -

- Everyone is welcomed, encouraged and included.
- Agreed values and clear expectations are established and acted upon positively, fairly and consistently.
- Good behaviour and effort based on growth mind-set principles are encouraged and used as a model for others to follow.
- All members of the school community are treated with respect and consideration to aid our aim of preventing all forms of bullying.
- Property is respected and pride in the school and each other is nurtured.
- Negative attitudes and behaviour are dealt with promptly in a clear, calm, consistent and positive way.
- Parents are fully involved in the process of promoting high standards of behaviour.
- Children are taught to understand that they have a responsibility for their own actions and to contribute to the school community.
- A calm, happy and positive environment is the norm in all areas of the school and on the playground.

Guidelines

- All adults are responsible for the behaviour of all children. Adults should act as good role models and should model our agreed values at all times.
- School and classroom rules will be agreed, displayed and referred to as a strategy to support positive behaviour choices – these will focus on positive rather than negative statements for example Ready, Respect, Safe.
- Children will be encouraged to become self-disciplined and reflective. They will be taught to be responsible for their own actions and to develop their confidence, independence and self-control through discussion, role-play and reflection.
- Children will be taught to reflect upon the consequences of negative behaviour. They will also be taught to understand the need to improve inappropriate behaviour choices and they will be helped, within a climate that promotes both forgiveness and restorative justice, to make a new start.

- Children where necessary will have access to a quiet space where they will be supported to co-regulate with a familiar adult to use calming down strategies by a member of staff.
- Parents will be informed of the school's expectations and they will be informed and involved at an early stage if problems occur.
- Work within each class will take account of individual abilities and needs. This will ensure we channel each pupil's enthusiasm positively and it will maintain each individual's self esteem.
- We will give the child experiencing difficulties time to regain self-control and calm down to reflect on their behaviour choices without disrupting the learning of others.
- We will suggest strategies for improving inappropriate behaviour based on solution focus and emotional literacy guidelines.
- Incidents of inappropriate behaviour will be recorded by the Class Teacher on a chronology, reported to parents and the school's Head of Inclusion and SENDCo if required.
- Behaviour, including behaviour that required physical intervention, will be recorded on CPOMS, parents informed and their impact will be evaluated with the Head of Inclusion.

Rewards and Sanctions

We aim to promote good behaviour and a positive and happy learning environment within the school by giving children who demonstrate our values a high profile. Examples of good behaviour and demonstration of positive values, within the classroom and on the playground, will be highlighted and acknowledged as part of our values based approach in whole school worship. This type of reward helps to identify positive aspects of each child's behaviour and helps to make the children aware of their attributes and qualities and so builds self esteem.

Rewards include:

- Praise – this is the most powerful tool for the majority of children.
- Recognition in front of the group or class or privately according to child's needs
- Recognition at celebration worship through a values leaf or perseverance star
- Sharing certificates or awards for sport and other achievements outside of school e.g. clubs
- Informing parents/notes home to parents
- A whole school reward system

Whole School Reward System

To ensure consistency across the school, we use Class Dojo as our whole school reward system. Class Dojo is a visual system that gives immediate, positive

feedback to a child and the whole class. This consistency across the school enables the children to develop their understanding of how their positive behaviour choices are recognised. This whole class approach also promotes teamwork and co-operation within the class.

The Class Dojo reward system is linked to the school rules of Ready, Respect, Safe and Values. Feedback is given through awarding points when children demonstrate positive 'skills' such as 'Ready to learn', 'Respecting others', 'Being Safe', 'On task', 'Showing Values'. The skills and number of points awarded for each skill are agreed by the teaching staff and so will be consistent throughout the school.

Within each class, children are able to receive individual rewards at set increments of points. These increments are agreed by the teaching staff to ensure consistency across the school. The rewards are discussed and agreed within each Key Stage to ensure they are motivating and achievable.

Lunchtime supervisors play a very important role in modelling positive values and thereby maintaining good discipline at lunchtimes. Therefore, they will be involved directly in the development and implementation of this policy and whole school reward system.

NB. Edible rewards will not be given.

Sanctions

1. Register disapproval and explain why in a calm and supportive manner. Adults will focus on the behaviour rather than the child, they will offer alternative, improved behaviour choices, they will provide space and time for quiet reflection. They will resist raising their voice except in a dangerous situation (e.g. to stop a child running towards a road) they will give children attention for positive rather than negative behaviours.
2. Relocate the child within the classroom to facilitate improved behaviour and concentration which can be praised.
3. Withdraw the child for a short period with a TA to a place where they can calm down and reflect - if necessary seek support from a senior member of staff.
4. At an appropriate time ask the child to confront the inappropriate behaviour and agree a remedy such as an apology or writing/drawing what happened during the incident and considering different outcomes.
5. Ask the child to complete extra or alternative work.
6. Loss of privileges e.g. a section of playtime.
7. Parents will be informed when an incident is sufficiently serious or if a pattern of poor behaviour is apparent.
8. Exclusion from trips or voluntary activities. This will only be considered after completion of a risk assessment and making reasonable adjustments demonstrate a high risk to health and safety. **This can only be used by the Head Teacher**

9. Exclusion during lunchtime. **This can only be used by the Head Teacher and will be recorded as a ½ day exclusion.**
10. Fixed term exclusion from school. **This can only be authorised by the Head Teacher.**

Support Systems for Individual Pupil Need

1. If there is a persistent problem, identified by the Class Teacher on the initial concerns form, the Class Teacher and the SENDCo will draw up a Send Support Plan for SEMH/Behaviour to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. Circle time and reflection time will be used to create a supportive environment and increase of self-esteem. A home/school book may be started to maintain positive communication with parents.

The expert team in the nurture provision will give behaviour management and modification advice.

2. **SEND support** - if the difficulty continues, together we will work with outside agencies including The Jigsaw Centre (the Behaviour Support service) to seek solutions to support the pupil (see our Local Offer). For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. positive play, circle of friends, peer buddies). The expert team in the nurture provision will also continue to give advice and support as necessary.

Our school has a very successful and inclusive nurture provision for pupils with profound additional needs in the area of SEMH (Social, Emotional and Mental Health). This provision 'transforms the lives' of these pupils (SIAMS Inspection Report June 2019) enabled by the inclusive, personalised approach to behaviour management and modification.

Due to the profound SEMH needs of the pupils in the provision, there are occasions when a high level of co-regulation with an adult is required to enable a pupil to regain self control and calm. This includes the use of physical intervention (positive handling) strategies, which is outlined in the Behaviour Support Plan (Appendix 1). This approach may be required to support the needs of other pupils within the school. Physical intervention techniques will only be used by trained members of staff and records maintained on CPOMS. Parents will be informed of an incident when physical intervention was necessary.

Support Systems for Staff

School will support all adults working with pupils to ensure they are able to maintain positive relationships and are safe. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's Safeguarding and Child Protection policy. All staff have read and understand this policy in order that behaviour management is consistent throughout the school.

Support Systems for Parents/Carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will, when possible, be contacted in advance to arrange an appointment.

The SENDCo sends regular correspondence to parents/carers regarding the support available and the SENDIASS (Special Educational Needs and Disabilities Information and Advice Support Service). This network is an independent organisation which can give impartial advice to parents for children with SEND.

See also:-

- SEMH/Nuture Provision Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Equal Opportunities Policy
- Equality Plan

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the school community (pupil and parent surveys), staff and governors.

This document is freely available to the entire school community via our website.

It will be reviewed on an annual basis.

APPENDIX 1

Silsoe VC Lower School

SEMH Nurture Provision (Conifer Class) - Behaviour Support Plan

Name of Child: _____

Date of Completion: _____

Due to the profound SEMH needs of the pupils in the Nurture Provision, there are occasions when a higher level of co-regulation with an adult is required to enable a pupil to re-gain self-control and calm. This includes the use of physical intervention (positive handling) strategies,

Should an incident occur when it becomes clear that a child is not responding to de-escalation and/or distraction strategies and that their behaviour may require physical intervention, the following steps will be taken. It is unusual for all of the steps to be needed on each occasion.

Step 1:

The child is given a quiet reminder of the expected behaviour, their personal target and/or how to improve their behaviour in a positive way. Support is given by a familiar adult at this point to distract or de-escalate the behaviour (co-regulation).

Step 2:

The child is escorted/guided to the quiet room (when in Conifer class), a quiet area of the classroom or just outside the classroom (including outdoors if appropriate) in order to have calm down using strategies discussed in class. There will be members of staff familiar to the child present at all times to offer reassurance and support.

By this stage, the child will usually have used the strategies to calm down, apologise and be ready to re-join the group. However, if their behaviour prevents them from doing this and they are intent on attempting to cause harm to himself/herself or to others, cause damage to property, run away or cause persistent disruption to the learning of others, the next step may be taken. If the incident occurs within the main school, and it is clear to adults present that the child is not ready to re-join the class, he/she is escorted back to Conifer class.

Step 3:

If, as above, the child is persistently and intentionally causing disruption, attempting to cause harm to himself/herself or others or attempting to cause damage to property, physical intervention (positive handling) may be required to significantly reduce this risk. This involves a minimum of two members of staff who are trained in the safe use of Physical Intervention (Team Teach) techniques to hold the child in a secure but

comfortable position to enable him/her to regain self-control and reduce risk of harm. Co-regulation will continue for as long as is necessary to enable the child to calm and feel in control of their behaviour.

Step 4:

Trained members of staff will continue to monitor the child's behaviour to reduce the risk of repeated escalation.

Physical intervention (Risk Reduction/Positive Handling), where possible, is carried out with the minimum of fuss so that the child does not feel humiliated. The adults constantly reassure the child and encourage him/her to use the strategies to become calm. Minimum force is used, for minimum time to prevent harm to self or others. There may be minimal discomfort with some disengagement techniques.

After an incident of physical intervention the child is always debriefed. This is where the adults and child discuss, in a personalised way, what led to the situation, why it was necessary to use physical intervention and what the child could do next time to keep self-control.

If physical intervention is used, an incident form and a record in the Bound and Numbered Book are completed and emailed securely to Oakbank Special School where records are collated. The head teacher is notified and the parents will be informed verbally or by email or the home/school book.

Step 3 is not always necessary but may be vital in order to protect the child concerned, the other children and members of staff. If such an incident was not contained in this way, it could result in compulsory permanent exclusion.

A copy of the Physical Intervention policy is accessible on our website, please read this for future reference.

I/We understand that the above steps may need to be followed in order to protect my child, other children and members of staff.

Signed _____

Date _____

Please print name(s) _____

COVID-19

Behaviour Policy Addendum

Context

From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Since 1st September 2020 Schools have reopened fully to all children. However, this addendum remains relevant for any future partial school during the pandemic.

This addendum of the Silsoe VC Lower School Behaviour policy contains details of our individual arrangements in the following areas:

At Silsoe VC Lower School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in the current Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These are set out below.

Vulnerable Children

A proportion of vulnerable children are currently in school daily. The routine for these children has been devised based on their needs and will continue as school opens to a wider number of children. Certain vulnerable children are currently at home. Some of these children are at home as their parents do not feel it is a safe time to return to school. All pupils with an EHCP are risk assessed and assessed as safe in the school or home environment. Welfare calls are made to any vulnerable children at home at least weekly in addition to email contact.

SEMH Nurture Provision

All children within the SEMH Provision (Conifer Class) have an EHCP and have been risk assessed. Whilst their risk assessments conclude that they are safer at home, we have welcomed them back into school in order to provide some of the social and emotional provision set out in their EHCP. We will make reasonable endeavours to do this in order that we can begin to restore positive relationships. These children may display more challenging behaviours due to their SEMH difficulties and high anxiety on returning to school. We will make reasonable adjustments for these children including a gradual transition back in to school dependent on need, a personalised curriculum and an increased level of staffing in

order to support the children's emotional needs. Risk assessments will be reviewed daily.

Restrictive Physical Intervention

All appropriate staff at Silsoe VC Lower School are trained in 'Team Teach'.

<http://www.teamteach.co.uk/about-team-teach>

'Team teach' is centred around de-escalation, with 95% of its practices focusing on risk reduction and helping young people move away from the crisis points that may require the use of force.

The circumstances surrounding Covid 19 mean that staff may not have been able to update their training as is the norm. As a result the leadership team of Silsoe VC Lower School, supported by the Governing Board, and Local Authority have made a decision that in the interim staff will still be able to deploy team teach techniques in response to pupils who require the use of reasonable force to keep them safe.

The 'Physical Intervention' policy remains unchanged and very much operational, should there be an occasion where a pupil requires the use of Restrictive Physical intervention to keep them safe. Staff will continue to be authorised to use force should the circumstances require it. What is changing is our normal requirement for staff members to have an up to date team teach certification. This change will be reflected in the schools behaviour policy.

If there is an incident in school where a pupil requires the use of 'Restrictive Physical Intervention', this will be discussed with SLT and Team leaders. The antecedents and behaviours will be reviewed and the risk assessment for the pupils will be updated. Decisions will be made on a case by case basis, but parents and carers need to be aware that if their child requires physical intervention, it is likely that their future education during this pandemic will be provided offsite via Google classroom in their home.

This is not a decision that has been taken lightly, but one that we feel is in the best interests of the pupils and staff for whom we have a duty of care.

Staff Conduct and Wellbeing

The school's usual staff code of conduct is still relevant in the new school scenario. Staff are working in a new way, following new guidelines and their mental wellbeing is paramount. Staff have been consulted over the school's risk assessment and allowed to voice concerns over returning. The school's opening plan has taken into consideration staff viewpoints and union guidance. Staff will be released safely to enable them to take their breaks. Staff have been directed to mental health resources that can support them if needed.

Staff must adhere to the 2 metre social distancing rules in place as far as it possible and remind children of these where needed, for their and the children's safety. It does state in Government guidance that children might not be able to maintain 2 metre distancing. Staff must take care to make sure that children follow this with regards to themselves, with gentle reminders. There may be times when children go to staff upset and need to be comforted in an age appropriate way. Communal areas such as staff toilets and the staffroom must be used by a limited number of staff at

once. There is a timetable in place for use of the staffroom with a limit of six members of staff.

Pupil Conduct and Wellbeing

The school's usual behaviour rules for children are still relevant in the new school scenario, however, there are additional rules and routines pupils must now be aware of and follow (see page 5). Some behaviour concerns may have previously been deemed less serious, however; if an action now results in the potential compromising of a person's ability to socially distance and/or stay safe it will now be treated in a more serious manner.

Any child unable to follow the school's current and amended rules will be unable to attend the school setting. Children cannot be accommodated in school if they are not behaving safely.

Pupil wellbeing is paramount during their time in school. Children will be anxious over having missed school and their friends, ongoing news about the virus, bereavements and more. All children will be in small groups (bubbles) and have adequate staff ratios to safeguard them during their time in school. Part of the children's curriculum will be PSHE to discuss their worries and concerns. Each 'bubble' will discuss rules and conduct in the first week back.

A DSL and/or Deputy will also be onsite daily to act on any concerns causing alarm.

Children will be encouraged to tell an adult if they feel unwell.

Parent Conduct and Wellbeing

Parents have been updated and consulted throughout the period of school closure. Teachers use email and telephone contact to support parents in home schooling on Google Classroom. Parents have received regular letters from the Head teacher informing them of the latest Government advice/guidance and school's planning. Parents of pupils who have returned/are returning to school have received clear guidance on the expectation upon them. Parents will be given a specific drop off and collection time and be advised about social distancing. Our risk assessment aims to reduce and minimise the number of visitors to site. Therefore at this current time we will only have essential visitors in school. Parents are requested to contact staff via the office and staff will arrange a call home. If it is deemed absolutely necessary a socially distanced face to face meeting may be arranged.

Online Safe Behaviour in School

The school's current acceptable use policy and E safety policy is still in place. Children are supervised using laptops and only set work using teacher approved sites.

Online Safe Behaviour at Home

Resources about keeping children safe online have been shared with parents. The school staff set work through Google Classroom and Purple Mash, both GDPR compliant and safe use sites. Staff are not interacting with children in any 'live' lessons. If interacting with other children or staff online, children (and staff) should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

Changes to School Rules and Routines

Arrivals, Departures and Moving round the school

Children will enter school through their designated entrance. Children will enter individually and will go straight to their designated class. Children will be encouraged to socially distance where possible.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again socially distanced where possible.

Movement around the school will be limited. We encourage children and adults to remain socially distanced where possible.

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands with soap as entering school, before and after eating, and at regular intervals during the day and before they go home. They will also have access to the use of hand sanitizer throughout the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines they will be unable to attend school as they will not be compliant with the Home/School agreement and would be a risk to themselves and others.

Social Distancing

Children who are old enough, will be expected to socially distance from their peers and especially from adults in school and on the playground/field. From September 2020, following the guidance for fully re-opening school, children will sit adjacent to

each other at front facing tables. When children enter their classroom, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats without asking.

All children will have their own table and frequently used resources such as pencils and whiteboards. This will not be shared with any other child.

Other less frequently used resources may be shared but will be cleaned or quarantined between uses.

We understand social distancing may be more difficult for younger children; they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each group or bubble will have their own toilets to use. Children will only use the toilets one at a time and be supervised by an adult through the corridors. When a child has finished in the toilet, they must wash their hands.

Break and Lunch times

Children will have a designated place to play during break times either on the playground, field or MUGA. Each class will have their own equipment that will be cleaned after use.

Children will be expected to remain socially distant from both peers and adults during break times. Children must stay on the playground/field in sight at all times.

Children will eat at their own table, within their class. Children will have packed lunches they have brought in or a lunch provided by the school kitchen. Children will not share food. On arrival, children will put their lunch box in a designated space.

Children will be able to bring in a named water bottle. This will be stored on their table. Children will not share their water bottle with anyone else. Water bottles will be taken home at the end of each day to be washed.

See also: Home/School agreement