



Barrow Hedges Primary School

Behaviour

September 2023

Interim review: June 2024

(Next review September 2024)

Other policies linked to this policy:

This policy operates in conjunction with the following school policies:

1. Safeguarding and Child Protection Policy - CPAT
2. Annex to Safeguarding and Child Protection Policy – Barrow Hedges Primary School
3. Inclusion Policy – Barrow Hedges Primary School
4. Anti Bullying – Barrow Hedges Primary School
5. E-Safety – CPAT
6. Exclusions - CPAT

Legislation linked to this policy:

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006

- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'



Behaviour Policy

'Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Its correct direction is equally crucial and should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself, except haphazardly...Success at school remains a key correlate to many metrics of later life success, from earnings to health. A major factor in school success is pupil conduct in the school community. Designing schools where good habits of conduct are encouraged, scaffolded, reinforced and expected, must be one of the key aims of every school leader. There can be few more important endeavours facing us in the world of education, and it is essential that we stay focused on this most valuable prize.'

Creating a Culture: How school leaders can optimise behaviour, Tom Bennett, March 2017

Research

This policy is based on Tom Bennett's 'Creating a Culture': How school leaders can optimise behaviour (March 2017) and the EEF Guidance Report: Improving Behaviour in Schools (October 2021)

Mission Statement

At Barrow Hedges, we seek to create an environment that teaches, expects and celebrates good behaviour. Society expects good behaviour and it is important for our children's educational experiences to reflect this. Our children join us with a variety of behaviour patterns based on differences in home values and attitudes. At Barrow Hedges, we strive for a behaviour culture of excellence, based on our core values of ambition, inclusion, kindness, respect and responsibility. This ethos will be achieved through a mixture of high expectations, consistent practices and clarity of culture. We work to ensure that Barrow Hedges is a well-managed school where pupils and staff flourish in safety and dignity.

In accordance with the DfE's *Behaviour in Schools – Advice for Headteachers and School Staff*, September 2022, at Barrow Hedges, we believe good behaviour in school is central to a good education. As a school, we recognise that we must manage behaviour well so we can provide a calm, safe and supportive environment, which our children want to attend and where they can learn and thrive. We believe that being taught what good behaviour looks like and how to behave well and appropriately within our school context is vital for all pupils to succeed personally.

We aim to:

- Create an environment which encourages and reinforces good behaviour.
- Ensure all children feel safe and happy coming to school.
- Promote self-esteem, self-discipline and positive relationships.
- Provide consistency of response to both positive and negative behaviours.
- Define and teach children about acceptable standards of behaviour.

- Ensure that the school's expectations and strategies to achieve these are widely known and understood.
- Encourage the involvement of both home and school in the implementation of this policy.

Rights and Responsibilities

Every child has the right to:

- Feel safe and secure in school at all times and in all places in and around the school.
- Be taught what good behaviour looks like and supported in learning how to behave well.
- Be able to get on with work and to play without threat or disruption from others.
- Be treated kindly and sensitively by adults in order that he/she may learn to empathise with others and learn to treat others likewise.
- Understand differences between individuals.

Every child is responsible for:

- Care and consideration towards other people and our school.
- Considering their own actions, reflecting on them and considering strategies to use in the future.
- Adhering to the five 'Core Values' – Inclusion, Kindness, Respect, Honesty and Ambition.

Each member of staff is responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to the school's behaviour policy and core values
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring there are detailed expectations, consistent practices and a clarity of culture across the school.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively when inappropriate choices have been made.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

The governors' local committee is responsible for:

- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

What is 'good' behaviour?

We focus on what successful behaviour looks like and seek to achieve this by being clear and consistent with the children. We have established 'non-negotiables' with regard to the behaviour we expect from our children:

- Walking calmly and quietly around the school.
- Showing active listening when being spoken to (e.g. being still, giving eye contact, waiting to talk).
- Sitting sensibly on the carpet and on chairs/benches.
- Keeping hands, feet and objects to oneself.
- Being polite and courteous (saying please and thank you, taking turns, holding doors, giving and responding to greetings).
- Following instructions the first time they are given.
- Completing tasks and activities to the best of your ability.

See also Appendix 6 for more detail on the 'pro-social' behaviours we teach and celebrate.

It is important to note that we are a school that celebrates difference and this also applies to behaviour, meaning some children will require different support with their behaviour than others.

In order to fulfil this approach:

- Consistent behaviour systems are in place throughout the school –The Reminder, Warning, Consequence system during lesson times and a Green, Yellow and Red Card System during break and lunch times. These are further detailed within Appendices 2 & 3.
- Personalised systems are put into place for those children for who a whole class/school approach may be inappropriate and careful consideration is given in such scenarios.
- Behaviour tracking allows senior staff to monitor individual pupil's behaviour so that where required, support can be provided to pupils who may experience difficulties when managing their own actions and choices. This also ensures that trends are monitored and that there is no unintentional discrimination to any one particular group.
- Staff are kept regularly updated with any changes to our behaviour policy or guidelines, maintaining consistency.
- As a school, we adopt a Building Learning Power approach in order to cultivate the habits and attitudes of curious, confident and independent learners who are able to reflect on their own actions and choices.
- Pupils are regularly encouraged to explore core values that relate to their actions and choices.
- Where behaviour incidents do occur, pupils are encouraged to reflect on their part in any incident and trained staff work with them in order to support their development in this area.

Positive Reinforcement and Awards

Children are given praise on an individual and group basis through:

- **Non-verbal (smiles, thumbs up, etc) and verbal praise**
- **Positive and constructive feedback on work**
- **Barney Awards** Celebrated in a weekly assembly, these focus on positive behaviours for learning, such as where children show resilience or for displaying our values to a degree that is worthy of special praise. These are often linked to a whole school positive behaviour focus as shared in Monday assemblies. The Barney Award certificates are sent home on a Friday to be shared with parents/carers.
- **Stickers** Given out by teachers and teaching assistants for effort with work and behaviour and achievement in work. Taken home to be shared with parents/carers.
- **Marble Jar** All classes in KS1 & 2 work towards a negotiated 'treat' by earning marbles for times when the whole class has behaved or worked appropriately. Marbles are rewarded for positive behaviour and not removed as a consequence for poor behaviour choices.
- **Good News Postcards** Staff send home 2/3 postcards a week to celebrate children who make consistently positive behaviour choices or who show excellent effort in a piece of work.
- **Smile Station** In EYFS, when children are displaying positive behaviours, a picture of their face is moved to the smile station to publicly celebrate their success. There is no sad face equivalent as we do not publicly shame children.
- **Reward Points** Each child in Key Stage 1 & 2 is allocated to one of the six Houses: Snowdon, Vesuvius, Colombier, Maramokotro, Gunnbjørn and Denali. Reward Points are given out by adults for achievement in work or displaying positive behaviour. These Reward Points are collected on the child's personal Reward Point Chart. Once a child achieves 25 points they earn their bronze award, 50 points a silver award, 75 points achieves a gold award and 100 points achieves a Headteacher's Award. On receipt of each award, parents are notified of their child's success as each award certificate is sent home once children receive it in assembly. These Reward Points also contribute to the child's House. Children add their reward points to a whole class house tally sheet. On a weekly basis, House Captains collect the totals from each class and the house with the most points at the end of each half term are announced in a Whole School Assembly. The winning house has their house colour tied to the cup which is then displayed until the next half termly winner is announced. Each house works towards being the overall winner each year. This system ensures children feel a sense of personal pride and recognition while also contributing to a sense of community and team spirit.

Core Values

The school regularly explores its values with the children, for example, through assemblies and PSHE lessons, as part of our focus on modelling what good behaviour looks like.

Class Charters

Each class discuss how they want their classroom to feel at the start of each academic year. Together with the class teacher, they consider the importance of our school values and rules in ensuring the classroom can feel this way.

Responsibility

There are a number of roles within school where children are given responsibility: class monitors, sports leaders (HIPPOS), Restorative Peer Mentors, as well as classmate-elected roles such as School Council members and House- and Vice-Prefects (Year 6). These roles actively encourage children to be positive role models.

Curriculum

We strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good choice making. We encourage systems and routines to keep well-ordered classrooms.

Building Learning Power

We promote a culture in the classroom, and across the school, which fosters positive habits and attitudes thus allowing children to face challenges and decisions confidently and creatively. Our learning heroes (see appendix 1) highlight four traits of good behaviours for learning: resilience, resourcefulness, reflectiveness and collaboration.

Zones of Regulation

At Barrow Hedges we use the 'Zones of Regulation' to help support our children in understanding their emotions and regulating themselves when required. Regulation is something everyone (adults and children) need to continually work on - everybody faces circumstances that can test their limits from time to time. We aim to teach our children some of the tools they can use to support them when they enter a heightened state of alertness, because if we can help children to recognise when they are becoming less regulated, they will become more confident and capable when managing their feelings. This comes more naturally for some, but for others it is a skill that needs more attention and practice.

An Explanation of the Zones of Regulation

The Zones of Regulation is a framework that teaches children skills and strategies toward developing and building an awareness of their feelings and/or internal state. Additionally, it allows children to learn and use a variety of tools for their own self-regulation. This can include exploring different methods for mindfulness, sensory integration, movement, thinking strategies, and having a healthy connection with others. The Zones provide a common language and compassionate framework to support positive mental health and skill development for all. In addition, it serves as an inclusion strategy for neurodiverse learners, children with specific learning needs, children with social, emotional, and behavioural needs and those who have experienced trauma.

The Zones

The Green Zone is used to describe a calm state of alertness, when you are at your best and ready to learn. This zone could be described as you are feeling happy, focused, content, ready to learn. This is the zone where optimal learning occurs. A Green Zone means you are in a good place, a good zone and you are ready to learn.

The Blue Zone is used to describe low states of alertness, you may be feeling sad, tired, hungry, or bored. This zone may mean you need a rest or something to eat.

The Yellow Zone is used to describe a heightened state of alertness and elevated emotions, however when in the Yellow Zone you have slightly more control than when you are in the red zone. A person in the Yellow Zone may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness.

The Red Zone is also used to describe an extremely heightened state of alertness and usually intense emotions. In the Red Zone a person may be elated or experiencing anger, rage, devastation, or terror.

We aim for children at Barrow Hedges to understand that all the zones are natural to experience, while giving them the confidence and skills to understand, manage and recognise the “zone they are in”. All class teachers, support staff and senior leaders have been trained in ‘Zones of Regulation’ and this is used in all classes, and when children are supported by our ELSA and Family Support Worker.

Inappropriate Behaviour

At Barrow Hedges, we will not tolerate behaviour which impacts on other people’s learning, well-being and/or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the child(ren) involved.

When a child behaves inappropriately, the decisions made by the adults will be led by what is in the best interests of the child and the rest of the class. In the vast majority of cases, our whole school system of Reminder, Warning and Consequence applies. However, as aforementioned, there are situations where a child has a personalised system to support them to make appropriate choices and adhere to our expectations and values.

The Reminder, Warning, Consequence System - for inappropriate behaviour in lesson time and during transitions e.g. moving around the school

The Barrow Hedges Reminder, Warning, Consequence System was designed so that a consistent approach to tackling unacceptable behaviour is used by teachers and teaching assistants. While behaviour is recorded and monitored electronically on our school MIS system, there is one paper-based sheet: the class behaviour sheet. The class behaviour sheet is kept by the teacher responsible for the class and is a portable document kept on a clipboard which is taken wherever the class learning is taking place, including assemblies. (See Appendices 2 and 3 for how this system is followed and Appendix 4 for an example of the class behaviour record sheet).

In exceptional circumstances where our Reminder, Warning, Consequence system is not effective in tackling unacceptable behaviour, or a more significant incident takes place, the following procedures will be followed:

- The pupil will be sent to the headteacher immediately or, in the headteacher’s absence, the most senior member of staff

- A member of SLT or Year Group Leader will investigate the incident
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil may be removed from the classroom as a fixed-term internal suspension – the headteacher will determine the period the pupil will be internally suspended. Wherever possible, parent’s will be informed on the same day following a decision to remove their child from the classroom.
- Following further incidents of unacceptable behaviour, or in the case of a more serious incident, the headteacher will consider whether the child should receive a fixed term external suspension, in line with the CPAT Suspension and Permanent Exclusion Policy and will determine the length of the suspension. Parents will be informed of any fixed term external suspension over the phone and by letter on the day this sanction is determined.

In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school, the headteacher will consider whether a permanent exclusion is necessary, in line with the CPAT Suspension and Permanent Exclusion Policy, alongside alternative options such as reflection time at another Trust school with a familiar member of staff from Barrow Hedges Primary School, or a managed move. Please see Appendix 8 - DfE Changes to Reasons for Exclusion Academic Year 2020/2021 for examples of types of behaviour which may result in an exclusion.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Serious Concerns

Child on Child Abuse (*‘peer on peer’ abuse has been replaced by updated terminology throughout*)

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

What is child on child abuse?

- Child on child abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers.

- It can affect **any** child/young person, sometimes vulnerable children are targeted. For example:
 - Those living with domestic abuse or intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling or friend
 - Both girls and boys experience child on child abuse
- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.
- Child on child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and have the opportunity or be in an environment where this is possible.
- While perpetrators of child on child abuse pose a risk to others they are often victims of abuse themselves.

Actions the school will take

The school will act to minimise the risk of child on child abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via Relationships Education, Relations and Sex Education and Health Education and other curriculum opportunities. Through the Relationships Education and Health Education curriculum, child on child abuse and grooming are taught discretely in all year groups (age appropriate). This may include targeted work with pupils or groups of pupils identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others. Further support is available through the Family Support Worker. The Designated Safeguarding Leaders (DSLs) will provide regular training to all staff members to highlight potential risk factors and the reporting structure (see Safeguarding and Child Protection Policy).

Any concerns that an individual is at risk of child on child abuse will initially be dealt with through school procedures and reported to one or both of the DSLs.

These procedures are outlined in the following policies:

- Child Protection and Safeguarding (CPAT)
- RHE and RSE (CPAT)
- Anti-Bullying (Barrow Hedges)
- E-Safety (CPAT)
- Attendance (CPAT)

Action on Serious Concerns

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up', 'just having a laugh' or 'boys being boys' (see KCSIE 2021 page 15). The school will take this as seriously as abuse perpetrated

by an adult and address it through the same processes as any safeguarding issue. We recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Child on child abuse may be a one off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive (such as grabbing bottoms, breasts, genitalia, flicking bras, lifting up skirts – dismissing or tolerating such behaviours risks normalising them, however in some circumstances it may be less clear. In all cases the member of staff should discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) must be referred immediately to the DSL who will contact Children’s Social Care or the Police.

Whenever there is an allegation of abuse made against a child, the Designated Safeguarding Lead (DSL) and other appropriate staff will decide together whether a separate risk assessment and/or action plan to support the victim and the perpetrator is necessary. Where Children’s Social Care is involved or an early help assessment commenced, this will be agreed as part of a multi-agency plan.

Dealing with Child on Child Abuse

Child on child abuse should be dealt with as follows:

- Teacher should refer the allegation/report to a member of the Senior Leadership Team and one of the DSLs (if the member of SLT is not one of the DSLs).
- Senior Leader will investigate the incident/s, ensuring both the accused and the victim have the opportunity to report the event in their own words. This may be delegated to a Year Group Leader.
- Senior Leader or Year Group Leader will report findings to a DSL and a decision will be made regarding whether child on child abuse has occurred.
- If it has been agreed that child on child abuse has occurred, the DSL or another member of the Senior Leadership Team will contact the parents of both the victim and perpetrator and invite them in to school for a meeting. A DSL will always be present during this meeting.
- The DSL and a member of the Senior Leadership Team would ensure adequate support was provided to the victim.
- The DSL/Senior Leadership Team member would decide on appropriate action to take to ensure that there were no further incidents involving this or another victim and the perpetrator. This may involve internal or fixed term exclusion if deemed appropriate.
- The class teacher and all school leaders would monitor both pupils to ensure the abuse has stopped and does not re-occur (with this or another victim).
- Other staff may be asked to monitor a pupil/pupils, e.g. Midday Supervisors, only if deemed appropriate, but should NOT be informed of any details of the incident.
- If either pupil is in immediate danger or at risk of harm, a referral will be made to children’s social care.

- If an offence has been committed, the incident will be reported to the police by the DSL to a member of the Senior Leadership Team (even if the alleged perpetrator is under 10 – the age of criminal responsibility).
- If the victim and perpetrator are in the same class, year group or phase and are likely to come into regular contact with each other, the DSL and SLT should consider how best to deal with this.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

The same standards of behaviour are expected online as apply offline (everyone should be treated with kindness, respect and dignity). Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour,

however, often incidents that occur online will affect the school culture. We will sanction pupils when their behaviour online poses a threat or causes harm to another pupil or member of staff.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Sanctions for inappropriate behaviour off-site will be dealt with on a case-by-case basis.

Mobile Phones

Children in Years 5 and 6 are permitted to bring mobile phones into school because we are aware that some parents wish their child to use this for their journeys to and from school to stay in contact when they are unaccompanied. Since mobile phones in school introduce complexities and risks (e.g. distraction, disruption, bullying and abuse) and can be a detriment to learning, children are not permitted to use these phones during the school day and on school premises. As such, all mobile phones are collected by the class teacher at the start of the day and stored securely until the children are dismissed.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the headteacher will discuss the seriousness of the this with the child's parents.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Trust Child Protection and Safeguarding Policy for procedures for dealing with allegations of abuse against staff.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage to the property of any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The Trust Child Protection and Safeguarding Policy sets out further information on searching, screening and confiscation with regards to the use of the appropriate adult.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

There is a variety of school-based support available. For example, targeted discussions with pupils, a phone call with parents, working with one of our Emotional Literacy Support Assistants, a Behaviour Mentor or a Teaching Assistant leading the You Are Awesome programme. Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

The school's Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. We are mindful of triggers

which may result in misbehaviour and put in place support to prevent these. In addition to the whole school Zones of Regulation approach, examples of preventative measures we employ are:

- adjusting uniform requirements for pupils with sensory issues.
- training for staff in understanding how to support with differing needs (such as Down Syndrome and autism).
- providing short movement breaks for children whose SEND means that they find it difficult to sit still for long.

See also Appendix 5 for details of our 'credit card' system which is an example of a strategy used to support a child's behaviour. Children will only move on to this personalised behaviour system in exceptional circumstances and SLT will always be made aware of any children who may require this adaptation.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Each September, teachers reinforce behaviour expectations, sharing our policy in a child-friendly way, reminding children of our non-negotiables and working with children to develop a 'class charter'.

In addition, 'transition packs' are sent home to parents when their child moves from Reception to Year 1 and from Year 2 to Year 3. Where a pupil has specific needs, personalised 'transition packs' usually presented as a 'social story' are developed by the Inclusion Leader (with the support of ELSAs and class teachers) with input from the child and their parents.

Equality

The school will not discriminate against or victimise a pupil:

- in the way it provides education for the pupil;
- in the way it affords the pupil access to a benefit, facility or service;

- by not providing education for the pupil;
- by not affording the pupil access to a benefit, facility or service;
- by excluding the pupil from the school;
- by subjecting the pupil to any other detriment.

The school regularly monitors behaviour records and trends to ensure no one cohort is more affected by the policy than other groups and thus that the behaviour policy does not unintentionally discriminate against certain groups.

Training

On induction, our staff are provided with appropriate training on the contents of this policy and other training pertinent to their role. Selected members of staff have positive handling training. We are responsive to the needs of our staff team and cohort of children and as such, organise training as required.

Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and governor's local committee annually. At each review, the policy will be approved by the headteacher.

APPENDIX 1 – BUILDING LEARNING POWER HEROES



Connie Collaboration



Ravi Resourcefulness



Ron Resilience



Rosie Reflectiveness

APPENDIX 2 – Managing low level disruption in the classroom using the Reminder, Warning, Consequence system

- At the start of every teaching session, the teacher will set expectations for good behaviour, for example: good sitting, good listening and making it clear as to if and when children should be working silently.
- If these expectations are not met, the teacher will use positive narration: focusing on what students are doing correctly and openly saying those things aloud to help motivate students.
- If the expectations are still not met by all, the teacher will use group correction (a verbal reminder to the whole group or a smaller group) with clear instructions requiring a specific action.

If positive encouragement and group correction do not work, staff will use the *Reminder, Warning, Consequence* system (explained below). Given below are sample scripts giving the sort of language and guidance that teaching staff at Barrow Hedges have been trained to adopt. Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on). You would, of course, need to amend the name and detail to suit each occasion. In EYFS, while the same system of scripts is followed, the language may be simplified so that it is age appropriate, e.g. *'Fred, eyes on me/ looking eyes.'*

Script one – Private reminder of the expected behaviour. e.g.: *"Fred, this is a reminder that we face the front and listen. Thank you."*

- Use a firm but calm voice. This helps to show that you are serious but in a non-confrontational way that might otherwise lead to a defensive response.
- Be assertive and avoid starting or ending with 'please,' end with 'thank you' instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.
- Don't ask 'why?' they are doing what they're doing; it's confrontational and you don't need to know why. They just need to know that you've noticed it.
- If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up).
- After hearing the reminder, many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.
- Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.
- When they are demonstrating a positive change make sure to acknowledge that with praise: *"Thank you, Fred, for... (e.g. walking/putting your pencil down/listening nicely...)"*

If the child's behaviour doesn't change after a reasonable take-up time, move on to the warning stage in Script 2.

Script Two – Warning, e.g.: *"Fred, I've reminded you to face the front and listen. This is now a warning that if you continue to talk, then you will miss 5 minutes of your play."*

- Remain calm, without any sense of agitation, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.
- You may need to ignore minor secondary behaviour – stomping about, muttering, or answering back – the most important thing is that they have made the right choice about their initial undesirable behaviour.
- Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.
- If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: "Well done/Thank you Fred, you made the right choice."

Should you not see a positive change in behaviour, move on to Script 3.

Script Three – The child will be informed that they are missing 5 minutes as a consequence.

'Fred, you have chosen not to follow our rules and will now miss 5 minutes of your break.'

- Should the child choose not to do as you have asked, then you must follow through with the consequence. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.
- Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence.
- When a child has completed their 5 minutes of missed break, they will reflect with their teacher on their behaviour and say "Sorry, Mrs XX."
- During lunchtime, the child will be issued a yellow card and told to sit out on a bench for 5 minutes.

Script Four: Removal to another classroom (reinforce and depersonalise) / red card at lunchtime:

"Fred, at Barrow Hedges we respect and listen so that everyone can learn, you need to go to Mrs X's classroom now and be ready to listen when you get back."

- If the behaviour continues, the child will be sent to work in another class for the rest of the lesson (a guide for a Reception child is 15 minutes). Ideally within the same year group but this may not always be possible. The child will take their learning with them. At this point, parents will be informed.
- The member of staff who has been sent the child will not speak to them about the behaviour and will keep any communication to a minimum, simply directing to where they should sit.
- If the child refuses to leave the classroom, a phone call will be made to the main office and a member of the senior leadership team will assist.

- Repeatedly referring to whole school expectations (i.e. Core Values) can be very helpful in reminding children of an objective set of rules and values which never change. This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.
- During lunchtime, the child will be issued with a red card and sent to the blue chairs to be spoken to by a member of SLT

Teachers will use the behaviour tracking sheet to record where children have had a warning, consequence of missing five minutes break and also to show where removal from the classroom has been necessary. Codes are used to describe the behaviour which resulted in a 5-minute consequence and a more detailed explanation is given where removal from the classroom has been necessary. When a teacher gives a Reminder, Warning or Consequence to a child not in their class, they will record this on their own sheet with the child's class in brackets.

The Reminder, Warning, Consequence system is cumulative, but it should begin again for each new incident. Warnings should not be held over children for longer than one teaching session, apart from where the consequence is given in the last session of the day and therefore the five minutes of break time must be carried over to the next break time. During a session where a child has two different teachers before a break time, e.g. phonics then maths, it would be possible for the child to accrue two lots of 'Reminder, Warning, Consequence' and therefore need to make up ten minutes in their next break time.

Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given. These behaviours may include:

- bullying/racism/homophobic language
- swearing or obscene language
- fighting or intention to harm
- vandalism (school property or that of other pupils)/stealing
- throwing objects
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- refusing to go to another classroom when the warning system has been followed.
- Breach of Cirrus Acceptable use Agreement (see E- Safety Policy)

These incidents will be recorded as a serious incident.

The Importance of Reflection time

We want our children to learn from their experiences and to develop increasingly healthy, pro-social behaviour responses. It is therefore important to routinely encourage them (as appropriate in the circumstances) to use 'The 3 Rs': to *reflect* on what happened; to *repair* any damage (to themselves or others) and to *restore* (themselves and others) to their previous (or improved) good selves.

Immediately following 5 minutes missed break time, children will have a reflective discussion with the adult who issued the consequence. Following removal from class and more serious incidents,

or a red card, a child will always complete a reflection form and discuss this with an adult (apart from in EYFS where this will be verbal). Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on. The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days. The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. To support children to reflect on their behaviour, adults will use some or all of the prompts below;

- What (in your words) happened?
- What do you think the people involved were thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned to make a different choice next time? (Next time I will...)
- What would you like to happen next?
- How can we make things better for _____?
- If everything was going to be OK, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to your lessons/activities/friends?
- What do you think _____ might need?

It may arise that a child misbehaves in such a way that the headteacher decides a more immediate fixed term suspension (internal or external)/permanent exclusion is deemed necessary. We also have a separate policy for the rare instances when staff are required to positively handle children.

*See also Charges and Remissions Policy as to how damage costs may be paid.

*See also Anti Bullying Policy for more guidance on this.

APPENDIX 3 –Managing break and lunchtime behaviour using the Green, Yellow and Red card system

Lunchtimes at Barrow Hedges are an hour long for all children. While children obviously eat their meal in this time, at Barrow Hedges we also recognise this part of the day as being important for children’s personal development and wellbeing. Play keeps children fit and enables them to develop their ‘building learning powers’ and apply our values. We use a Red Card System at lunchtimes.

Positive Reinforcement and Awards

As well as socialising with their peers, lunch breaks allow time for children to build familiarity with adults in school. We very much value the relationships children form with our Midday Assistants and the Teaching Assistants who supervise the playground during lunchtimes. Positive reinforcement and praise are integral in this. For this reason, Midday Assistants and Teaching Assistants can reward children with a Green Card to recognise where a child has displayed our values or ‘pro-social’ behaviours.

Inappropriate Choices

In order for lunchtimes to run safely and happily for all concerned, we have established rules that are applicable specifically to lunchtimes. We aim for any instances of inappropriate behaviour choices to be dealt with swiftly and effectively. Our Red Card System empowers the Midday Assistants and Teaching Assistants to provide an appropriate consequence in line with the misdemeanour and ensure children have time to reflect on their actions. Furthermore, this behaviour system allows for the involvement of senior leaders when this is necessary.

Wherever they are at lunchtime, children are expected to adhere to the school’s values –

Inclusion, Kindness, Respect, Honesty and Ambition. Our specific lunchtime rules are:

In the dining hall (or if eating in classrooms or other locations of the school) children must:

- Line up in an orderly fashion
- Say please and thank you and use good manners
- Stay in their seats for the duration of their meal
- Talk calmly to others, never shouting
- Be gentle and not hurt others
- Be kind and helpful and not hurt anyone’s feelings
- Work together to solve problems, using words to express and explain, rather than actions
- Clear away their own plates, cutlery and any waste, including from their lunchboxes
- Walk sensibly and never run
- Return their lunchboxes to the lunchbox trolley carefully and neatly

In the playground, children must:

- Learn and know the rules for how to use our playground and adhere to them
- Be gentle and not hurt others

- Be kind and helpful and not hurt anyone's feelings. Play together and look after each other
- Work together to solve problems, using words to express and explain rather than actions
- Take care of our equipment and use it properly
- Leave dirt and rocks on the ground
- Ask to use, and behave sensibly in, the toilets, only going if needed (this is not a place to play or remain for a chat)
- Tidy up after themselves
- Stop playing when the bell goes, stand still and listen silently
- Tell an adult if they are feeling sad and/or lonely
- Tell an adult if someone is not following the rules

In the classroom at wet playtimes children must:

- Learn and know the rules given by the Class Teacher about how to use their own classroom
- Be gentle and not hurt others
- Be kind and helpful and not hurt anyone's feelings
- Play together and look after each other
- Work together to solve problems, using words to express and explain rather than actions
- Take care of our equipment and use it properly
- Ask to use, and behave sensibly in, the toilets, only going if needed (this is not a place to play or remain for a chat)
- Walk sensibly and never run
- Tidy up after themselves
- Stop playing at the end of lunchtime, sit silently and be ready for registration
- Tell an adult if they are feeling sad and/or lonely
- Tell an adult if someone is not following the rules

If a child is not adhering to the rules above, then the Reminder, Warning, Consequence system will be used in the same way as the classroom. However, at the point of a consequence (Script 3), they will be given a 5-minute consequence on a bench in the playground. A Yellow Card will be filled in at this stage and given to the office at the end of lunch.

This 5 minute time out is given to children in order to calm down, provide time and space between children and for reflection.

Examples of behaviour choices and actions that may result in a child receiving a Yellow Card:

- Deliberately disrupting other children's play
- Showing disrespect towards a Midday Assistant or Teaching Assistant – this includes verbal (e.g. answering back) and non-verbal behaviours (e.g. rolling of eyes)
- Non-compliance

- Throwing food on the floor and/or behaving inappropriately with food
- Shouting and messing while eating, including being out of your seat
- Pushing in the line
- Entering the school building without permission
- Being silly and/or loitering in the toilets
- Unkind behaviour
- Being silly with equipment or items

If a child is not adhering to the rules above, and the behaviour displayed is of a more serious nature, a Midday Assistant or Teaching Assistant can issue a Red Card.

Examples of behaviour choices and actions that will result in the immediate issuing of a Red Card include:

- Physical assault
- Threatening/aggressive behaviour
- Derogatory/prejudice based language
- Defiance
- Swearing
- Wilful damage/destruction of property*
- Stealing
- Using equipment or items dangerously or to cause harm

*See also Charges and Remissions policy as to how damage costs may be paid.

In the event of a child's behaviour continuing after a yellow card (consequence) in the playground, the child will be issued a red card and asked to miss 15 minutes of their lunchtime by spending time on the blue chairs or in the Head, Deputy or Assistant Heads' office.

- If the adult is thinking of issuing a red card due to a serious incident rather than an escalation through the Reminder, Warning, Consequence system, the member of staff will ask the child to move away from the situation into an area of the playground or building which is quieter. The staff member will use neutral body language to avoid further aggravating the situation e.g., moving down to the level of the child and adopting open body language. Regardless of the child's actions, the member of staff will remain calm and use a talking voice to speak to the child. Shouting is never acceptable. The member of staff will listen to the child and will not jump to conclusions.
- If the child is unable to respond to the adult, the adult will give the child a 5-minute cool down until they are ready to articulate what happened. If a staff member needs to communicate with another member of staff to explain a situation, then they will do this in private without the child being able to hear them. As above, the adult will not use emotive language to describe what happened but facts.
- If after the conversation the situation is found to be serious, the lunchtime staff will issue a red card and involve SLT in resolving the situation. The child will be asked to miss 15 minutes of their lunchtime by spending time on the blue chairs or in the Head, Deputy or Assistant

Heads' office. Until they transition to Year 1, any Reception child who is given a Red Card will be separated from their peers but remain in the Reception area under the supervision of the Midday Assistants/EYFS staff. Any significant behaviour will be reported to the class teacher by SLT at the end of the lunchtime and logged by the admin team. In the event of a red card being issued, the investigating senior leader will contact parents as appropriate.

Consequences from Yellow or Red cards at break or lunchtime may span across more than one lunch break, dependent on the time that the card was issued. If an incident occurs right at the end of playtime, then the whole 'detention' will be undertaken the following day. In all other respects, we treat a new day with a 'fresh start'. Children will spend this time inside, with provision made for them to eat their lunch and have a comfort break.

This time is given to children in order to:

- maintain the safety of all pupils and to restore calm following a high level of disruption.
- enable the child in question to regain calm in a safe space and be heard.
- receive a consequence for their inappropriate choice(s) of behaviour and consider how to move forward.

The Midday Assistants and Teaching Assistants will make decisions about the issuing of Yellow and Red Cards in a fair and consistent manner and with the children's best interests at heart. Therefore, as with all adults in school, children must treat our Midday Supervisors and Teaching Assistants with respect.

At the end of each lunchtime, Yellow and Red Cards are delivered to the office. A record will be kept of this information to allow us to track trends in behaviour at different times of the day and to provide support for children who are finding it hard to follow the rules of our playground.

APPENDIX 5 – CREDIT CARD SYSTEM

There are occasions when a different approach needs to be taken with a child and in these instances, we will ensure that there is an open dialogue with all parties – parents, children and teachers working together to support a child to make appropriate choices. One such example is a ‘credit card style’ system whereby children aim to gain a ‘credit’ (tick) for each session of the school day. Breaking up the day into smaller ‘chunks’ provides the child with a more manageable set of expectations and regular recognition and feedback when good choices are made. The codes used on the card are matched to the specific targets that the child needs to work on and where a ‘credit’ is not earned then the relevant code will be issued instead (and also on the class behaviour sheet). This system enables all parties involved to continue to praise the child for completed sessions where behaviour was seen to be good but also to support the child in further improvements. Where a ‘credit’ is not earned in a session, the Reminder, Warning, Consequence system will be followed. Usually, the card is sent home on a daily basis, but it is always signed at the end of each week by the parent and brought back into school the following Monday. Routines will be established with the parent when this system is initiated.

Name:

Week Beginning:

	Mon	Tue	Wed	Thurs	Fri
1					
2					
Break					
3					
Lunch					
4					
5					

Behaviour Code
<p>√ = Lesson credit gained – well done! P = Perseverance O = Organisation R = Respect</p>
<p>Parents must sign the card over weekend. I acknowledge my child has achieved () credits this week.</p> <p>Signature:</p>

APPENDIX 6 – Further Guidance on promoting positive behaviour for learning.

- Adults in the school recognise that nothing is gained by being verbally aggressive or modelling a lack of control.
- Reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a consequence if needed.
- After a lesson has finished, adults will take time to explain their decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).
- Adults in the school will not use overly emotional words to describe behaviour (children's behaviour is never 'disgusting' or 'terrible'). We describe the behaviour and the impact and the impact on the child and others: "You called x ... and that made x feel very angry/upset. We don't call people names at Barrow Hedges. You will need to miss some of your break as a consequence.'
- Teaching staff will start lessons promptly and punctually. Empty time leads to misbehaviour.
- All classes will have a clear seating plan, both for tables and carpet spaces. This helps to make it clear that lessons are about learning not socialising. From KS2, all children are seated in rows to reduce visual over-stimulation.
- Key Stage 1 & 2 Classes always use their lining up order, this is alphabetical with adjustments where necessary, e.g. where some children need to be closer to the front of the line with the class teacher.
- Children enter the school building quietly and respectfully, but may greet their classmates on their way in. However, from 8.40am, children transition around the school silently and in a line. This includes lunch and break times.
- During lunch time, no children should be in the school building unsupervised. Where a child has been granted permission to go indoors during break, they will have been issued with a wristband from an adult.
- At the end of the day, children are sent in small groups to collect their belongings, in silence.
- Adults will insist on children answering politely e.g. "Yes, Miss XXX'.
- If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model mistakes are normal and that we take responsibility for our actions.
- Adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.
- The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures must be used at all times. A harsh, aggressive tone is counter-productive and produces a negative response in the child's brain.
- Adults will use 'we' when talking about expectations: 'At Barrow Hedges, we do not throw pencils'.
- Adults will use 'if' and 'then' to clarify actions and consequences, e.g: 'If you throw a pencil, then you will miss your play.'
- Adults will follow through on 'if' and 'then' statements made but NEVER make threats which do not follow the school system. This includes giving class or group sanctions where an individual or individuals are at fault.

- Adults will ensure they arrive to collect pupils from playtime on or before the end of play. Arriving afterwards leads to unattended lines of children.
- Adults will ensure pupils are escorted around the school, in silence and at a sensible walking pace.

Supporting Positive Behaviour

School staff take-part in regular training on behaviour management. Information is given here about some of the key strategies that they are trained to use to support and encourage positive behaviour. This guidance promotes consistency in application of our policy. This is how staff at Barrow Hedges seek to develop and drive pro-social behaviour for pupils.

Modelling Desired Behaviour

Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate in themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, concern, compromise, fairness, apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. Staff avoid communicating these feelings to the child/ren and at school will work hard to keep responses low key and matter of fact. This encourages a calm and logical, rather than heated and emotional, response.

Public Praise/Private Criticism

Public acknowledgement of pro-social behaviour and individual success can be very powerful in a positive way. Similarly, public criticism of anti-social behaviour, or correction in public, can often be very damaging. Usually, drawing any attention to anti-social behaviour should be as private as possible; lowering a child's self-esteem (making them feel inadequate or at all foolish especially in front of others) is likely to increase misbehaviour, if not now, then later. In the classroom, adults will always seek to come close to a pupil to speak to them quietly, avoiding drawing attention to anti-social behaviour in front of other children or loudly across the classroom. In this way the behaviour is still pointed out, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward.

Being Consistent and Clear

Children need for their world to be as reliable as possible. When adults act consistently and reliably, they help children understand where the behaviour boundaries are and makes them feel safer and less anxious. This in turn will make it less likely that events will trigger anti-social behaviour.

Teaching and Celebrating Pro-social Behaviours

Anti-social behaviour is easy to spot. It is disruptive and often noisy and stands out in a crowd, making it obvious and giving adults a prompt to respond. Pro-social behaviour is what we expect and is practiced by the majority of children most of the time. We believe that all pupils should be treated equally and taught key skills in pro-social behaviour in order to maintain positive relationships with peers and adults and learn positive learning behaviours which allow them and

others to make academic progress. The fact that these pro social behaviours tend to be social norms, means they are much less obvious and also less likely to receive attention. However, as reward and recognition strategies demonstrate, positive praise is an incredibly powerful motivator for children to behave well.

To provide a prompt for adults, to help them respond to children's pro-social behaviour, what follows is a (non-exhaustive) list showing how children might demonstrate pro-social behaviours:

- Being polite
- Saying 'please' and 'thank you'
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quickly, silently and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, line up)
- Treating books, equipment, belongings carefully
- Following instructions at the first time of asking
- Keeping books, work, possessions, their desk, etc tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Showing resilience, resourcefulness, collaboration or reflectiveness
- Taking a lot of care or giving something a lot of thought (e.g. work or a present)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it
- Keeping calm in a difficult situation
- Being a good friend
- Working well with classmates or siblings
- Listening and acknowledging someone else's point of view
- Finding things to occupy themselves (especially once one task is done)
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)

- Encouraging others to join in or befriending in other ways
- Doing classroom jobs willingly and well
- Offering to help without being asked

De-escalation Tactics and Phrases

Sometimes when children display anti-social behaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before you can begin to address the behaviour itself.

Here is the script (with guidance) that experts in behaviour management suggest will help (and that adults at Barrow Hedges use), when that happens:

- Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- "I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- "I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- "Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- "Come with me and we'll talk about it..." – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside).

With a therapeutic approach to behaviour management, adults are always seeking to de-escalate challenging behaviour calmly so will need to be able to call on a range of techniques, depending on the situation. Additional strategies used by Barrow Hedges staff include:

Using Language of Choice and Assertive Discipline

In disciplining children, adults are not only seeking to stop an immediate, undesirable behaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to avoid the undesirable behaviour (and so also the undesirable consequence) for the longer term. Using 'language of choice' is in contrast to using 'language of demand'. If you demand something of someone, for example "If you don't stop talking now, you'll get a 'time out'!" you are directly prompting one of two natural responses, which is either to: resist the demand (and create conflict) or accede/give in to the demand (and lose face). Instead, language of choice places responsibility for behaviour with the child, for example,

“If you choose to interrupt again while I am explaining this you will have to receive a ‘time out’. Think about making the right choice. Thank you.”

Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a consequence open if the child does not make the right choice

Limited choice e.g.

- “Put the pen on the table or in the box”
- “Talk to me here or in the playground”
- “Are you going to wear shoes or wellies?”

.

Disempowering the behaviour e.g.

- “You can listen from there” [under the table]
- “Come and find me when you come back/feel calm”
- “Come over/down/in in your own time”

APPENDIX 7 - Behaviour in the Early Years Foundation Stage at Barrow Hedges

In the Early Years, there are six rules that underpin our learning, ensuring all pupils are happy, safe and ready to learn.

They are:

- Listen to others.
- Share and take turns.
- Walk sensibly and calmly.
- Look after our toys.
- Use kind hands.
- Use an indoor voice.

These rules are taught through exciting and engaging themes at the beginning of Nursery and Reception. We use story characters to make expectations clear and to embed the rules into the children's long-term memories. Following the sharing of these stories, classes discuss how key characters behaved and how they can learn from them, as well as how they feel when rules are broken and what they can do to seek help.

During more formal teaching times pupils are explicitly taught rules which develop into positive behaviours for learning, including how to:

- Look
- Listen
- Sit with legs crossed and hands in lap.
- Take turns to speak.

The Characteristics of Effective Learning contribute to these positive behaviours for learning and lie at the core of our Early Years Practice. They are:

- Playing and Exploring- learning to 'have a go', to risk take, explore and experience.
- Active Learning- children concentrate and keep on trying if they encounter difficulties, they also learn to celebrate achievements.
- Creating and Thinking Critically- children have and develop their own understanding, make links between ideas and develop strategies for doing things.

The combination of our rules and the Characteristics of Effective Learning ensure that children are well prepared for Year One and beyond, ensuring all children are clear on what good behaviour looks like and how they can display 'pro-social' behaviours. We believe the acquisition of these skills must be planned for and must not be left to chance if we are to realise of our vision of 'every child thriving every day'. When the children make good choices that support their learning and behaviour, they have their photograph moved onto the 'smile station' happy face (a display in each EYFS classroom) and receive a sticker, which reads, 'Ask me how I made my teacher happy today!' to share their achievements with parents.

We teach explicitly to show the children how to manage their own behaviour. Before addressing low level disruption, the children are addressed as a group using precise praise, e.g. 'I like how you are sitting with your legs crossed.' Visuals, gestures and examples are given so that each child knows what exactly is expected from them so that they have no room to 'fail'. If required, the teacher will use group correction, e.g. 'I am still waiting for a few children to show me crossed legs.', before using our 'reminder, warning, consequence' system to address and manage inappropriate behaviour and low-level disruption. While this system is consistent across the school, ensuring consistency for our children, in EYFS the language will be simplified to reflect the vocabulary and age of the children.

For example (these scripts should be read in conjunction with those in Appendix Two, for more information on how to deliver them and the rationale behind each script.):

Reminder: 'X, remember, at BH we use walking feet, thank you.'

If the behaviour does not improve, move on to the warning script.

Warning: 'X, this is a warning, walking feet or time out.'

- The child should then be praised for making good choice and for complying to the given instruction.

If the behaviour still continues, move on to the consequence script.

Consequence: 'X, you did not use walking feet. Time out.'

- The child would leave the carpet for reflection time for 5 minutes onto a designated carpet spot with timer where they can still observe and listen to the learning.

Following the consequence, the child re-joins the class. Praise is given for compliance, e.g. 'Well done, X, you are using walking feet, thank you.'

If the child still is unable to make a good choice following the use of our scripts, they would visit another classroom for 15 minutes. Following this, the practitioner who issued the consequence would support the child to reflect upon their behaviour and to think about how to make better choices. Parents would be informed, and a record would be kept.

Some incidences may be of such a serious nature that the scripts would not be followed and instead, a member of SLT would be contacted to assist. Again, in this instance, parents would be contacted, and a record would be kept.

Appendix 8 - DfE Changes to Reasons for Exclusion Academic Year 2020/2021

The DfE expects schools from the beginning of academic year 2020/21 to cease the use of “Other” as a reason for an exclusion. September 2020 also sees the introduction of 5 new exclusion reasons. The expansion of exclusion reasons aims to give schools more scope for accurately coding the reasons for exclusion as outlined below.

New Exclusion Codes	New Pupil Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Pupil Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	<p>Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns,</p> <p>Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property</p> <p>Use of an offensive weapon</p>
LG	Abuse against sexual orientation and gender identity	<p>Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)</p> <p>Homophobic, biphobic and transphobic bullying</p> <p>LGBT+ graffiti</p> <p>LGBT+ taunting and harassment</p> <p>Swearing that can be attributed to LGBT+ characteristics</p>

DS	Abuse relating to disability	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against pupil	Fighting Violent behaviour Wounding Obstruction and jostling
PA	Physical assault against adult	Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation

BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse
DM	Damage to property	Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
TH	Theft	Stealing school property Stealing personal property (pupil or adult)

		Stealing from local shops on a school outing Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely

From September 2020 the DfE gives schools the opportunity to utilise up to three reasons for any exclusion. Schools will be able to record a main reason and, if required, a second and third. However, within Derbyshire we are awaiting an upgrade from our service provider Synergy which will occur in November 2020, which will then enable the recording of 3 reasons to be recorded at Local Authority level. ***In the interim*** it is proposed that schools continue to provide the local authority with 1 main reason for exclusion, as is current practice. Schools may wish to contact direct their specific management information system provider to ensure that changes have also been incorporated into school systems.