

SHANKLEA PRIMARY SCHOOL

Challenging Behaviour Policy

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Shanklea Primary School: Challenging Behaviour Policy

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Statement of intent

At Shanklea Primary School, we expect all pupils to demonstrate good levels of behaviour at all times. Good levels of behaviour are paramount to effective teaching and learning, and for ensuring that all pupils can achieve their best.

We recognise that there are instances in which pupils may display challenging behaviour as a result of a number of factors, e.g. underlying problems, a negative classroom environment or poor teacher-pupil relationships. Shanklea Primary School adopts an effective approach towards preventing and managing these instances of challenging behaviour to minimise disruption for other pupils and promote the safety of the whole school community.

Preventing challenging behaviour is the responsibility of both the teacher and the pupil. This policy has been created with the aim of clarifying the school's approach towards understanding, preventing and managing challenging behaviour, reducing the number of behavioural incidents that result in escalation, and ensuring that all staff members are equipped to handle these situations. Most importantly, we aim to ensure that all pupils are able to learn in a positive environment in which expectations of behaviour are clear.

1. Legal framework

1.1. This policy has due regard to DfE guidance including, but not limited to, the following:

- DfE (2013) 'Use of reasonable force'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2016) 'Behaviour and discipline in schools'

1.2. This policy will be implemented in line with the following school policies and procedures:

- Behaviour Policy
- Anti-Bullying Policy
- Physical Restraint and Reasonable Force Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Code of Conduct

2. Definitions

2.1. For the purpose of this policy, Shanklea Primary School defines the following as “challenging” behaviour:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of the teacher

2.2. Staff members are responsible for identifying potential safeguarding issues and for recognising when they may also indicate pupils may engage in challenging or disruptive behaviour. In accordance with the school’s Child Protection and Safeguarding Policy, all staff members are aware of safeguarding concerns and potential indicators.

3. Roles and responsibilities

3.1. Teachers are responsible for:

- Adhering to the requirements of this policy.
- Implementing effective classroom management strategies to help prevent incidents of challenging behaviour.
- Communicating expectations of pupils’ behaviour to them in the classroom and before any activity.
- Escalating challenging behaviour, where necessary, using the appropriate channels.
- Remaining professional when handling incidents of challenging behaviour.
- Ensuring any reasonable force used is conducted in line with the school’s Physical Restraint and Reasonable Force Policy.
- Establishing positive relationships with pupils to help reduce challenging behaviour.
- Implementing appropriate sanctions.

3.2. Pupils are responsible for:

- Adhering to the behaviour expectations outlined to them in the Pupil Code of Conduct.

- Understanding what challenging behaviour is and how it affects their peers and staff members.
- Respecting their peers and staff members.
- Understanding classroom rules and adhering to these at all times.
- Speaking to their teachers when they feel distracted to put appropriate interventions in place and prevent escalation to challenging behaviour.
- Establishing effective coping mechanisms in line with their teachers and parents which can be implemented when they feel distracted.

4. Effective classroom management

4.1. The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

4.2. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

Classroom rules

4.3. Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

4.4. Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

- 4.5. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. ‘I will act respectfully towards my peers and teachers’, rather than ‘Do not act disrespectfully towards your peers and teachers’.
- 4.6. Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.
- 4.7. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.
- 4.8. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.
- 4.9. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.
- 4.10. At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules Agreement which they are required to read and sign – for younger pupils, parents will read this with them and sign on their behalf.
- 4.11. All rules outlined in the Classroom Rules Agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

Routines

- 4.12. The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.
- 4.13. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.
- 4.14. Routines may include activities such as the following:
 - Standing behind chairs before the class starts and sitting down upon the teacher’s instruction
 - Handing out exercise books and pens/pencils at the beginning of the lesson
 - Writing lesson objectives down
 - Putting chairs on top of the desk at the end of the day
- 4.15. Once a routine has been established, the teacher models this for pupils to ensure they understand it.

- 4.16. Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.
- 4.17. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.
- 4.18. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

- 4.19. The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.
- 4.20. When giving praise, teachers ensure:
- They define the behaviour that is being rewarded.
 - The praise is given immediately following the desired behaviour.
 - The way in which the praise is given is varied.
 - Praise is related to effort, rather than only work produced.
 - Perseverance and independence is encouraged.
- 4.21. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
- 4.22. Praise that is given is always sincere and is never followed with immediate criticism.
- 4.23. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

- 4.24. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:
- **Immediate** – immediately rewarded following good behaviour.
 - **Consistent** – consistently rewarded to maintain the behaviour.
 - **Achievable** – keeping rewards achievable to maintain attention and motivation.
 - **Fair** – making sure all pupils are fairly rewarded.

4.25. The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. tokens, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

4.26. Teachers may implement different types of rewards as they see fit with approval from the head teacher; however, as a general rule, the following rewards are used:

- Tokens and stickers
- Raffle tickets
- Certificates
- Free time
- Positions of responsibility, e.g. prefect
- Class celebrations
- Lucky dips
- Phone calls and emails home
- Extra play
- Special privilege, e.g. non-uniform privilege

5. Positive relationships and approach

5.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

5.2. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and playtime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

5.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

6. The classroom environment

6.1. In order to prevent challenging behaviour, the school understands that a well-structured environment is paramount.

6.2. Teachers employ strategic seating arrangements to prevent challenging behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model challenging behaviour closest to, and facing, the teacher.
- Seating those who frequently model challenging behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

6.3. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

6.4. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

6.5. Teachers establish different methods for re-gaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset and included in their Classroom Rules Agreement.

7. Understanding behaviour

7.1. Where pupils frequently display challenging behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

7.2. Using the ABC analysis, teachers are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

7.3. When conducting the ABC analysis, teachers will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

7.4. A Behaviour Contract is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

7.5. Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of challenging behaviour.

7.6. Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a fortnightly basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

8. De-escalation strategies

8.1. Where challenging behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

9. Intervention

9.1. In line with the school's Physical Restraint and Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

9.2. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

- 9.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- 9.4. All teachers will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- 9.5. Threatening behaviour will not be tolerated by the school and may result in a Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.
- 9.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 9.7. After an instance of physical intervention, the pupil will be immediately taken to the head teacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.
- 9.8. Any violent or fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

10. Managing challenging behaviour

- 10.1. Instances of challenging behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.
- 10.2. After an initial incident of challenging behaviour, the following sanctions are implemented:
 - The pupil is sent to the head teacher immediately, or in their absence, the most senior member of staff.
 - The head teacher investigates the incident and decides whether or not it constitutes as challenging behaviour.
 - If the head teacher deems the behaviour to be challenging, they will record the incident in the Challenging Behaviour Log Book, as well as on the pupil's Behaviour Contract – if they have one. The behaviour will also be recorded on the pupil's permanent record.
 - The pupil will be moved to isolation – the head teacher will determine the length of the period spent in isolation as well as any detention time; however, this will be no longer than a full school day.
 - The head teacher will inform the pupil's parents and invite them to discuss the incident.

- Parents will be made aware that a repeat offence will result in the pupil being monitored with a Behaviour Contract – if they do not already have one.
- If a pupil already has an existing Behaviour Contract, this will be reviewed in line with 7.6 of this policy.
- Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff.

10.3. Following a second incident of challenging behaviour, the following sanctions are implemented:

- section 7 of this policy for a set period of time as determined by the head teacher.
- If the pupil demonstrates any unacceptable behaviour during this time, their teacher will record comments in their Behaviour Contract.
- The pupil will present their Behaviour Contract to their teacher at the end of each lesson for a comment – the class teacher will also review the contract at the end of each day.
- At the end of the specified period, the pupil will present their Behaviour Contract to the head teacher for a comment and a review.
- If the head teacher is not satisfied with the pupil's behaviour during the specified period, the Behaviour Contract duration may be extended.
- Parents will be informed that the pupil has a Behaviour Contract and that any further instances of challenging A Behaviour Contract will be developed for the pupil in line with
- behaviour may result in exclusion.

10.4. Following a third incident of challenging behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be excluded (for a fixed term) in line with the school's Exclusion Policy and determine the length of the exclusion.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where SEND is identified, the school will create an education, health and care (EHC) plan for the pupil in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Where SEND is not identified, but the head teacher determines that support is still required for the pupil, an individual behavioural plan will be created to outline the necessary provisions in place.
- The behaviour support team will be informed and will complete a common assessment framework, if multi-agency support is necessary.
- If behaviour is increasingly volatile, the behaviour support team will be informed and a pastoral support plan will be implemented.

10.5. Following a fourth incident of challenging behaviour, the following sanctions are implemented:

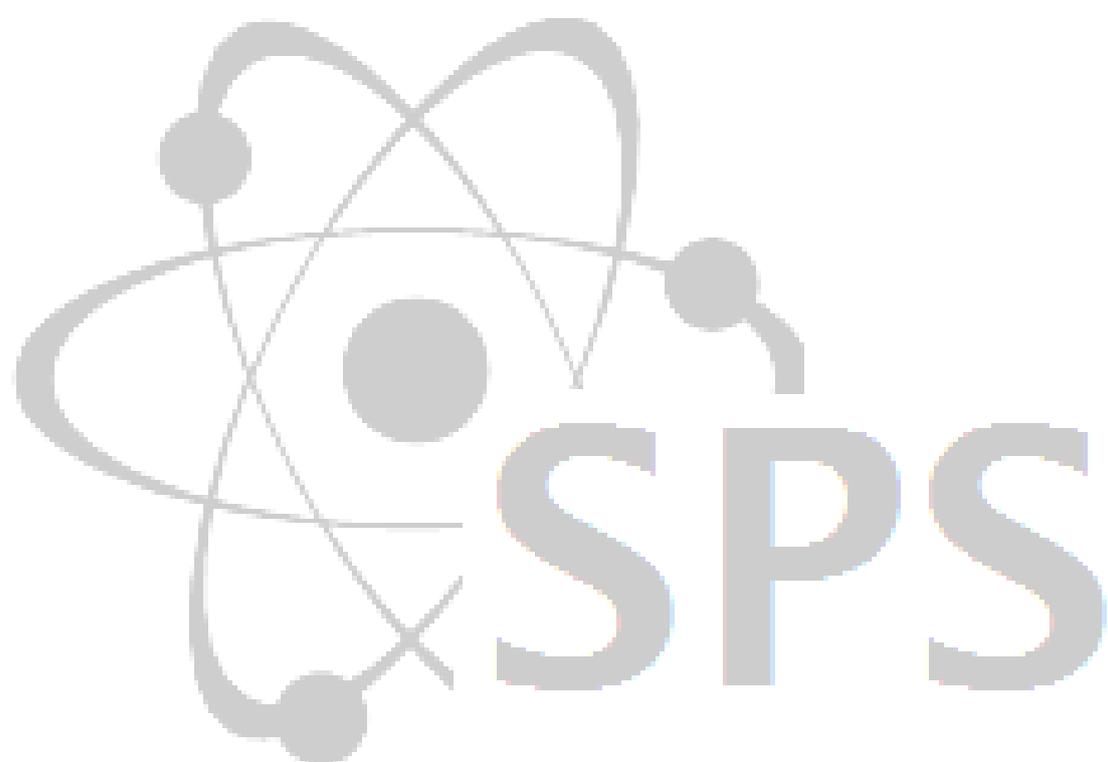
- The head teacher will enforce a fixed-term exclusion in line with the school's Exclusion Policy.
- The Pupil Referral Service may be contacted to conduct a home visit to offer support to the pupil and their family.
- When the pupil returns to the school, the head teacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
- When returning to the school, the pupil will have an individual behavioural plan in place.
- Parents will be made aware, in writing, that a further incident could result in permanent exclusion.

11. Staff training

- 11.1. All staff members are provided with sufficient training in de-escalation strategies and dealing with challenging behaviour as part of their induction programme – this training is updated on an annual basis.
- 11.2. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- 11.3. All staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force Policy.
- 11.4. Wherever staff members feel they need refresher training, they are required to notify the head teacher and submit a request.

12. Monitoring and review

- 12.1. This policy will be reviewed on an annual basis by the head teacher.
- 12.2. Any changes made to this policy will be communicated to all staff, parents and pupils.



Classroom Rules Agreement

Our classroom rules



Our class, class number/name, has created this agreement so that all pupils know how to behave when they are in class and around the school. Together, we have created our rules and agreed that we will stick to them. This will make sure our whole class is happy and we can get on with our work.

Please read the rules to make sure you understand them – we want to make sure our school is a happy learning environment!

I will:

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks me and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher claps their hands twice.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

I understand that if I don't follow the rules there may be consequences:

1st warning: The teacher tells me to stop the behaviour. I should stop doing what I'm doing.

2nd warning: The teacher asks me to leave the classroom. I must calm down before I come back in.

3rd warning: The teacher tells me to stay behind at break time or after school. I must think about why I am acting this way and make sure it does not occur tomorrow.

Pupil name: _____ Date: _____

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals





To prevent my challenging behaviour, I can:

1. _____
2. _____
3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:



My contract will be reviewed on: _____

Pupil signature: _____

Teacher signature: _____

Section 2 – monitoring template

This template should be used on a weekly basis to monitor a pupil's behaviour in the classroom and around school. At the end of the week, the template should be reviewed with their class teacher or the head teacher to assess their behaviour and goals for the following week. Identify three areas of behaviour that need to be monitored, e.g. leaving the classroom without permission – the numbers assigned to each can be used to identify when the behaviours occur, i.e. if the pupil left the classroom during the first lesson, place the number assigned to this behaviour in the relevant box.

Pupil name: _____ Date commencing: _____ Date ending: _____

The following behaviour will be monitored:

- 1.
- 2.
- 3.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00am					
9:00-10:00am					
10:00-11:00am					
Break					
11:30am-12:30pm					
Lunch					
1:30-2:30pm					
2:30-3:30pm					

Totals					
1	<u>1</u>				
2	<u>2</u>				
3	<u>1</u>				
Approval					
Class teacher signature:					
Class teacher comments:					
Weekly review					
Pupil's comments:					
Class teacher's comments:					
Head teacher's comments:					