

Federation Behaviour Policy



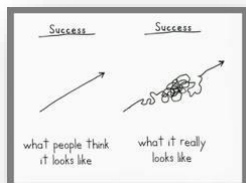
INSPIRE

- ❖ Teaching is inspiring
- ❖ The content of the curriculum is personalised to our schools
- ❖ There is a culture where everyone is passionate about learning
- ❖ We inspire each other by what we think, feel, say and do



DISCOVER

- ❖ We value diversity
- ❖ We help children to discover their unique interests and talents
- ❖ Children learn that it is not just what we can take from the world but what we can contribute that is important
- ❖ Quality talk and questioning sits at the heart of all we do



SUCCEED

- ❖ The ethos of excellence is everywhere
- ❖ We do all we can to prepare children for life
- ❖ We do all it takes for every child and family to be successful
- ❖ We make sure that children feel safe and happy so that everyone can truly shine

Federation Behaviour Policy

*inc. DRAFT SHINS
Guidance*

September 2019



Behaviour Principles

We make sure that children feel safe and happy so that everyone can truly shine

The Federation value above is reflected in our Behaviour Principles:

1. Adults will be calm, consistent and fair*
2. We will help children learn how to be ready, respectful and safe
3. We will use restorative questions to understand and improve behaviour that is disrespectful, unsafe or impacts upon a child's readiness to learn
4. We expect excellence from each other and will celebrate behaviour that goes 'above and beyond'
5. We behave with equity and equality
6. We will reprimand children in private and praise them in public
7. Our routines underpin good behaviour

*for children with SEND we will consider if they are '*doing the best that they can with the skills that they have*'

Our Vision and Values



INSPIRE

- ❖ **We inspire each other by what we think, say and do**

Our calm, consistent and fair behaviour as adults will enable all children to feel safe and supported.



DISCOVER

- ❖ **Quality talk and questioning sits at the heart of all we do**

When behaviour is disrespectful, unsafe or when a child is not ready to learn, we will use questions to understand why and to work out how to do things differently in the future.



SUCCEED

- ❖ **We do all we can to prepare children for life**

Our behaviour principles will help children to understand and make good choices with their behaviour now and in their future.

Federation Rules

Everyone follows our 3 Federation Rules

Be ready Be respectful Be safe

and our 'relentless routines' to help our Federation run smoothly.

Infant and Nursery 'child-speak'

1. We listen when someone is talking (ready, respectful)
2. We look after our school, each other and our belongings (respectful)
3. We take turns (ready, respectful)
4. We walk calmly around our school (respectful, safe)
5. We make choices that allow us to stay safe (safe)

Restorative Conversation Questions:

- What has happened?
- What were you thinking about at the time?
- What are you thinking about now?
- Who has been affected by your actions?
- How have they been affected?
- What need to be done to put things right?
- How can we do things (name these) differently in the future

Adult Behaviour

- Be calm
- Be relentlessly bothered
- Be fair

Praise

- Recognise and praise everyone who goes 'above and beyond' normal expectations.

Guidelines and Responses

Low Level Disruption

e.g. calling out, talking instead of listening, annoying other children

For **LOW LEVEL** disruption, before sanctions take place, subtle reminders of the expectation will have been made, then we sanction in private as below:

Most children

1. Remind child of rule
2. Give a warning
3. Offer last chance (use script if appropriate)
4. Give time out followed by a restorative conversation

Children with SEND

1. Remind child of rule
2. Offer personalised alternative and offer strategies e.g. if calling out:
 - ask to stop/remind of the rule
 - suggest talk to partner
 - use hand signals
 - create social story
3. Praise positive efforts towards desired behaviour
4. If behaviour persists, contact the SENCO for advice

Breaking School Rules

e.g. flooding the toilets, breaking a pencil, scribbling on a book, running down the corridor

Use the 60 Second Scold and the Restorative Conversation Questions (for restorative questions see p4).

The 60 Second Scold

25 seconds	Name the behaviour
10 seconds	Pause
25 seconds	Put it right

25 seconds: Name the behaviour Calmly state what has happened and the impact using clear, specific language e.g. 'You just took John's book and threw it in the bin. This made John very cross and when he cried you laughed...'

10 seconds: Pause This is silent time for the child to reflect.

25 seconds: Put it Right using the Restorative Questions This stage centres using the restorative questions, these will provide some clear ways whereby the child is able to change their behaviour and/or make an apology.

Challenging Behaviour

e.g. swearing, making unkind/racist comments, damaging property, hurting other children/adults

CPOMS add every unsafe or disrespectful incident to CPOMS by the end of the school day. *Note: CPOMS supersedes the '1,2,3, Behaviour Books'*

UNSAFE

RUNING AWAY : Universal Response

- Make no verbal response, as it is not effective at this time
- Know the 'emergency plan' for the child, this is on their behaviour care plan

School Action:

Incident 1. Teacher asks the Pupil Welfare Administrator to send the parent a text saying 'Today your child ran away from the classroom and/or staff' please respond to confirm you have spoken to them about this'.

Incident 2 A social story to be downloaded from: the portal or a copy taken from the photocopier ifiles by the teacher, who will share this with the child.

+Leadership Action: The headteacher/deputy head will phone ahead of the end of the day to explain that this social story is being be sent home and how to reinforce the positive messages therein.

DISRESPECTFUL

SWEARING, HURTING OTHERS: Universal Response:

When swearing/hurt is used all staff to say: "No thank you (child's name) we don't use those words/hurt others at Stoke Hill School as this is disrespectful"

School Action:

Incident 1. Teacher asks the Pupil Welfare Administrator to send the parent a text saying 'Today your child swore at/hurt another person today' please respond to confirm you have spoken to them about this'.

Incident 2 A social story to be downloaded from: the portal or a copy taken from the photocopier ifiles by the teacher, who will share this with the child.

+ Leadership Action: The headteacher/deputy head will phone ahead of the end of the day to explain that this social story is being be sent home and how to reinforce the positive messages therein.

- If this behaviour **re-starts** after a period of time, please revert to School Actions 1 and 2.
- If this behaviour **persists** – please seek advice from the SENCO to frame a personalised, whole child response in line with the SEND Policy.

Emergency Plans

Some children with SEND have emergency plans for moments of crisis.

We are a NO PICK UP school as this sits outside our H&S procedures, please read the individual emergency plans for children with SEND, this is recorded on their Behaviour Care Plan.

PLEASE NOTE: Restraint is only used as a 'last resort' by fully trained staff. Before restraining a child, staff always need to ask themselves:

- Is it necessary?
- Is it in the best interests of the child?
- Is it proportional? ¹

All restraint MUST be recorded on the appropriate form (download from the Portal>SEND>proformas) and then upload to CPOMS.

The RED CARD

1. Send a red card with the class name on it to the school office immediately with a sensible child.
2. On receipt of the red card, office staff will contact a member of the leadership team who will respond to support you straight away (if you are able to add the kind of help you need and any further details - that would be helpful)
3. Once all is well, if the adult and child are out of class and choose not to return, for a little while, they will ensure the class teacher is updated and knows the whereabouts of the child.

¹ <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> Advice for headteachers, staff and governing bodies July 2013

Emergency Plan

If a child is about to or has deregulated...

1. Access key adults who know the child well
2. Don't interact verbally
3. Keep yourself safe
4. Use known de-escalation strategies and if appropriate access items from the 'emergency kit'*
5. Change the adult if needed (1st adult to stay nearby to support if needed)
6. If required, call for help using the Red Card or mobile phone
7. When all is calm (this will be at a considerable time later, depending upon the child) revisit the episode create a social story, send home + add to CPOMS

* kit to include school mobile phone, red card and items that may help the child regulate e.g. bubbles, book, cuddly, raisins...

Microscripts: some examples

- The ‘Ready to listen’ microscript outlines 4 steps for all learners to accomplish and the ‘script’ used to signal this expectation.
- Microscripts need to adhere to this exemplar format.
- Microscripts are to be fairly applied by adults who will take into consideration the age and needs of every child.

Being Ready

to be ready to listen to an adult a child needs to:	the micro-script for the adult to use	sharing the reason for this expectation
give full attention and look at the teacher*	“Look at me”	so you know... what is going to happen next/what I am going to explain next.
listen actively but silently	“Be ready to listen”	so you can hear and understand what I am saying.
respond appropriately	“Be ready to join in”	
get started with their learning	“Get started”	

Being Respectful

to be respectful children need to	the micro-script for the adult to use	sharing the reason for this expectation
Wait for their turn to speak, to queue to select resources etc.	“Please wait your turn	because... (this will vary)”.
Understand ‘gay’ is not a word to use to ridicule/tease someone		
Stop justifying their actions by blaming someone else e.g. “but he did it/but she did it first”	“You need to take responsibility for YOUR actions	because you have made the wrong choice”.

Being Safe

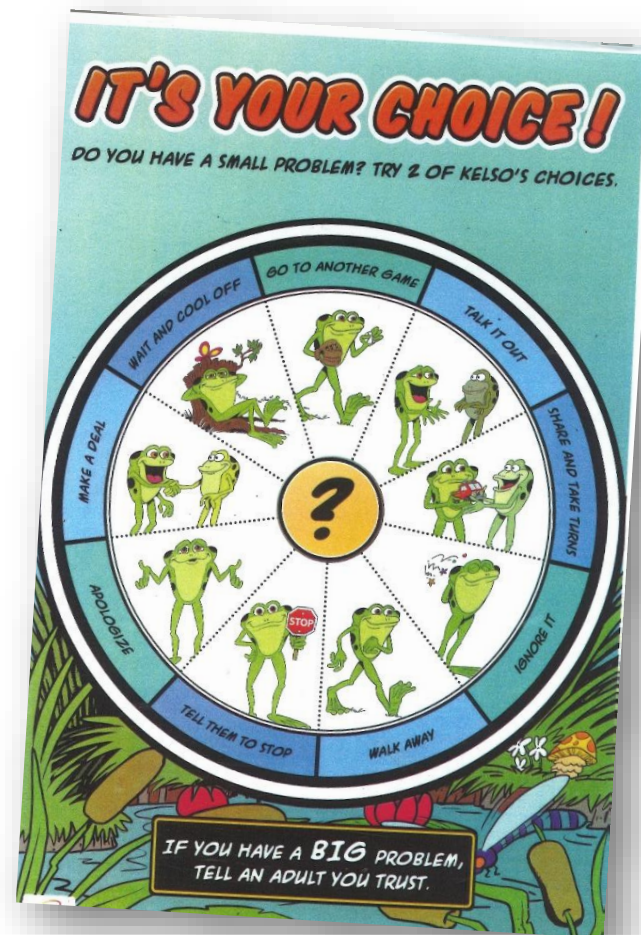
to be safe children need to	the micro-script for the adult to use	sharing the reason for this expectation
Walk when they are in school.	“Please walk	because it’s the safest way to move around”.

Kelso's Choices

To help children learn a lifelong conflict-resolution tool and develop and sustain the belief that they are strong enough and smart enough to resolve their own minor problems we teach Kelso's choices in the Early Years and KS1 and use Kelso's choices across the Federation.

Kelso's choices:


- Empower young children with the ability to determine their own behaviour.
- Reduces 'telling tales'
- Provide consistency of approach across staff
- Teach children to realise the difference between minor problems and big problems that require adult intervention.
- Increase feelings of personal competence
- Give children a conflict management tool
- Develop good links between home and school



How do I Put it Right?

As part of, or following a restorative conversation, use this 'How Do I Put This Right?' card to help the child decide how to put things right. Use this card to ensure consistent responses across the school.

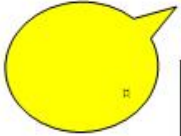
On the reverse of this card is a flowchart that might help the child map out the future impact of their actions.




How do I put this right?

✓ Tick your best idea and give it a try. If you mean it, it will work. ✕


At school say
sorry. ✕




At school smile in
friendly
way. ✕




At school shake hands
or offer a hug. ✕




At home write letter or
make a
card. ✕




At home make
something. ✕




At home,
have
another
idea. ✕
















How is this going to work out?

✓ Tick the way you want things to work out.





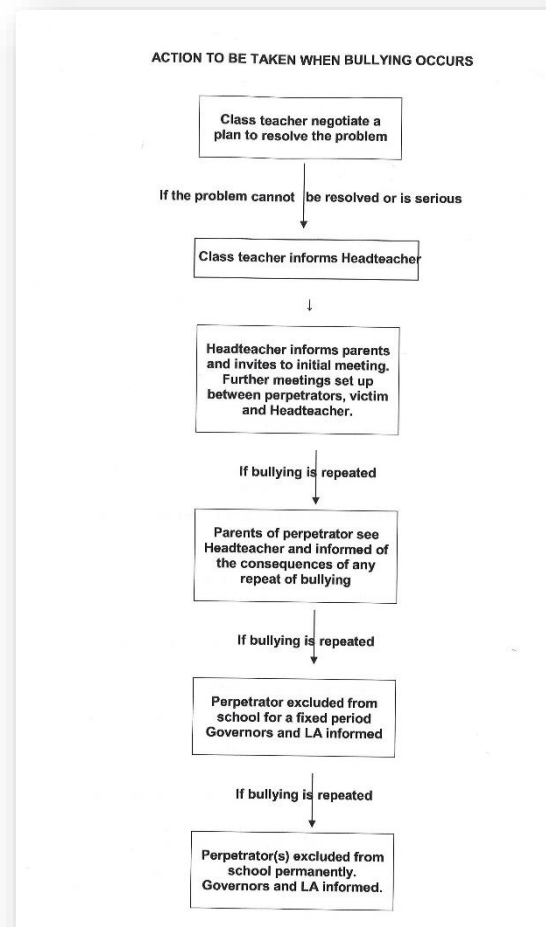
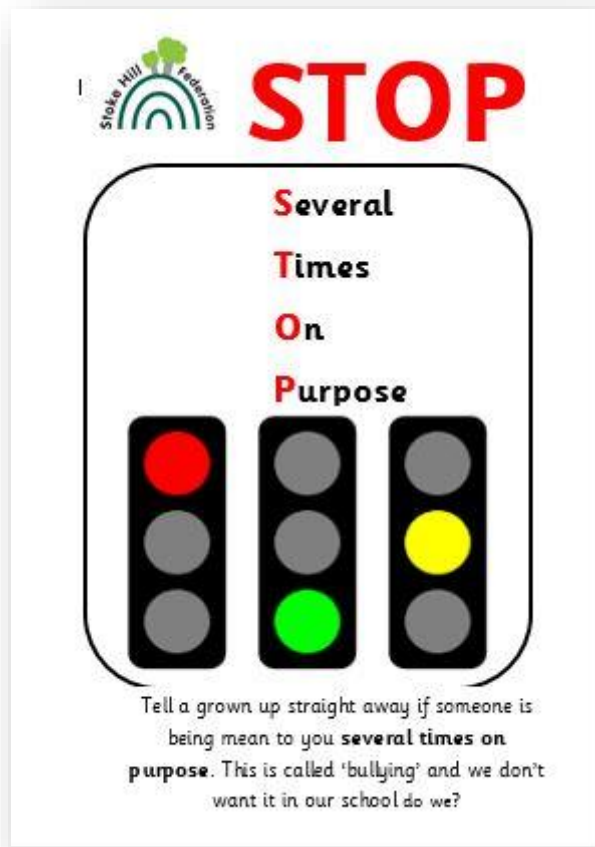






Anti-Bullying

Please see the Federation's Anti-Bullying Policy for details (find this on the website).

For a definition of 'bullying' and a summary of 'Actions to be Taken when Bullying Occurs', see below:



Feelings Faces



We use these 4 faces to help children describe their feelings.

Red Peg

The 'red peg' is situated in an accessible place in a quiet area such as the Reading Corner.

On the red peg hangs:

- the red bag of feelings faces
- the 'How do I put it right card'



In conjunction with this policy please read:

- **The Federation's SEND Policy** on the Federation website www.stokehill.devon.sch.uk go to Our School>Policies
- **The Federation's Exclusion Guidance** on the Federation website www.stokehill.devon.sch.uk go to Our School>Policies
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> Advice for headteachers, staff and governing bodies July 2013

Policy redrafted with additional SHINS details: September 2019

Review Date: January 2022