



Hemingford Grey
SCHOOL

Positive Behaviour Management Policy

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Positive Behaviour Management Policy

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'

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1. Introduction and Aims

Our school's central purpose is to provide the best learning for our children and improve their overall wellbeing. Our school values every member of our school community and we strive to ensure that each individual is treated fairly and with respect to build positive relationships. A fundamental aspect of our approach is understanding the behaviour is closely linked to social and emotional development. We aim to educate the children in managing, understanding and developing their behaviour to enable them to become flourishing citizens.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

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2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

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3. Whole School Therapeutic Approach to Behaviour

'A therapeutic approach to behaviour is one that prioritises the prosocial experiences and feelings of everyone within the dynamic.'

Our staff at Hemingford Grey Primary School know how to promote pro social behaviour and manage antisocial, difficult or dangerous behaviour, and have an understanding of what behaviour might be communicating. Our staff focus on de-escalations and preventative strategies rather than focusing solely on reactive strategies. We promote the inseparable link between teaching, learning and behaviour.

We support pupils manage their own behaviour appropriately working with children's experiences and feelings to create an internal discipline. A restorative approach is a philosophy that sees relationships as central to learning and growth. There is a focus on building, maintaining and when needed repairing among all members of our school community.

'The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.'

Angela Wadham 2009

4. Promoting Pro Social Behaviour

We expect all members of our school community to promote pro social behaviours by celebrating and praising children's personal achievements when they occur. Regular sharing of achievements will be a central part of our school routine, this could include sharing with staff, peers and families. Working together in their Houses, children will have the opportunity to collect House Points by displaying pro social behaviours in all aspects of the school day. Children will be recognised collectively or individually for

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promoting pro social behaviours that reflect our 6R's; Relationships, Respect, Resourceful, Resilience, Reflective, Risk-taking.

Punishment is a negative experience which leads to negative feelings, which leads to negative behaviours. Therefore, as a school our staff will use protective and educational consequences to both protect and educate the children.

5. Protective Consequences

Protective consequences are the removal of a freedom to manage harm. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequence. Protective consequences are solely to ensure no further harm occurs in the short term.

These could include:

- Removal of equipment If being used unsafely
- Removal from situations
- Time to reflect in a safe space
- Personalised individual plan
- Physical restraint (see Appendix 1)
- Exclusions (see Appendix 2)

6. Educational Consequences

Educational consequences are always essential. We will be able to show how we have helped children develop new skills or new ways of thinking through discussion, debrief, activity or rehearsing. Educational consequences provide children with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

These could include:

- 1-1 time with a member of staff
- Repair time with those affected
- Parental involvement when needed

Educational consequences rely on finding the answers to two questions:

1. What does the child need to learn
2. How am I going to teach them

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See Appendix 4.

7. Roles and responsibilities

The governing board	<p>The Hemingford Grey Governing Body is responsible for approving the behaviour policy.</p> <p>The Hemingford Grey Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.</p>
The headteacher	<p>The headteacher is responsible for reviewing this behaviour policy in conjunction with the Hemingford Grey Governing Body. The headteacher will also approve this policy.</p> <p>The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure the restorative Step On approach is used.</p> <p>The headteacher will ensure that all staff are training in the Step On approach as a part of induction.</p>
Staff See Appendix 4	<p>Staff are responsible for:</p> <ul style="list-style-type: none">• Implementing the behaviour policy consistently• Modelling positive behaviour• Providing a personalised approach to the specific behavioural needs of particular pupils - using Anxiety Mapping and other strategies as identified with the Inclusion Manager.• Recording behaviour incidents on My Concern that have been followed up by the school's senior leadership team. <p>The senior leadership team will support staff in responding to behaviour incidents.</p>

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Parents and Carers	Parents are expected to: <ul style="list-style-type: none">• Support their child in understanding protective and educational consequences• Inform the school of any changes in circumstances that may affect their child's behaviour• Discuss any concerns with the class teacher promptly
Pupils	Pupils are expected to: <ul style="list-style-type: none">• Have a 'can do' attitude• Demonstrate a 6R's approach to all learning to make it possible for all pupils to learn:<ul style="list-style-type: none">○ Show Respect to each other, members of staff and visitors○ Reflect on protective and educational consequences○ Show Resilience when overcoming challenge○ Build Relationships with other pupils and staff in school○ Be Resourceful○ Take Risks within a Growth Mindset approach to all learning, including emotional and social learning

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8. Children with Specific Needs

Children with complex needs are expected to follow this behaviour policy but may also have additional behaviour management plan to support their specific needs. Our response to an incident may be affected by the child's specific needs.

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.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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.

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9. Training

Our staff are provided with training on managing behaviour following the Cambridgeshire Local Authority recommended 'Step On' approach as part of their induction programme. 'Step Up' training, for individualised, proper use of restraint, is given to staff members when appropriate to a particular pupil and the strategy is recognised in an individualised plan.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Hemingford Grey Governing Body every year. At each review, the policy will be approved.

The school leadership will review the policy and related procedures half termly. Monitoring of learning will link to behaviour for learning and the behaviour policy.

11. Conclusion

Every member of our Hemingford Grey Primary School community are expected to behave in a pro social way towards others. All members of our community must be treated fairly and that this policy is applied in a fair and consistent way to all irrespective of gender, race, religion, culture, sexual orientation, social class, disability, special educational need, appearance or health related conditions.

Families are expected to promote our school values with their children as agreed in the Home/School agreement and support school staff when antisocial behaviour needs addressing.

There is a separate Anti-Bullying Policy to address bullying behaviour. See Appendix 3

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'Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.'

12. Links with other policies

This behaviour policy is linked to the following policies:

- Equality policy
- Safeguarding policy
- Anti-bullying policy
- Physical Intervention Policy

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Appendix 1. Physical restraint

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

- 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

Please see Physical Intervention Policy

Appendix 2. Exclusions

Only the Head teacher can exclude a pupil for either a fixed period or permanently. Exclusions will only be issued 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 in the school. Procedures will follow current statutory guidance provided by the DfE.

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Appendix 3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking

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	sites, messaging apps or gaming sites
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Appendix 4. Staff Guidance

	STAFF GUIDANCE
Step 1 Essential	Verbal reminder of appropriate choices and focus on the positive
Strategies	<ul style="list-style-type: none"> ▪ Class circles to strengthen relationships ▪ Check in/outs to build communication ▪ Praise and recognise those children that have improved their behaviour and are making their right choices ▪ Provide opportunities for pro-social behaviour
Step 2 If needed	Protective Consequence if needed.
Strategies	<ul style="list-style-type: none"> ▪ Removal of equipment If being used unsafely ▪ Removal from situations ▪ Time to reflect in a safe space
Step 3 Essential	Educational Consequence Restorative Conversation with member of staff: Opportunity to change behaviour and decide next steps
Strategies	<ul style="list-style-type: none"> ▪ Find out; what happened? ▪ Recognise feelings; How are you feeling? ▪ Reminder of who is affected; How do you think XXX may be feeling? ▪ Support communication; I can see you look... I will come back when... ▪ Offer choice to change behaviour; what can you do to put things right
Step 4 If needed	Failure to change behaviour = Structured Restorative meeting with SLT

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Strategies	<ul style="list-style-type: none"> ▪ Structured Restorative meeting led by <u>SENIOR STAFF MEMBER</u> who has not been involved or affected ▪ Parents informed and may be invited to the restorative meeting ▪ Educational/Protective consequence remains in place or is altered or extended
Step 5 If needed	If a serious incident which involves hurt or harm to people or property and internal or external exclusion may be needed.
Strategies	<ul style="list-style-type: none"> ▪ In order to keep everybody safe, restraint may be needed. ▪ Parents will be invited to the restorative meeting ▪ Educational/Protective consequence remains in place or is altered or extended
Step 6 Essential	Time for Reflection and Repair
Strategies	<ul style="list-style-type: none"> ▪ All those involved are invited to reflection and repair ▪ Reminder of what learning has taken place following the incident ▪ The incident is reflected on and relationships are repaired

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Appendix 5. Behaviour and exclusions from school during COVID-19

Our school positive behaviour management policy remains in place with the addition of this document.

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviour in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviour could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

- spitting
- repeated disregard of social distancing rules
- not staying in their class bubble

We will work together with the child, parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances. In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.

Behaviour and exclusions is mentioned in several pieces of guidance provided by the DfE since March 2020. For example, in the "Planning Guide for Primary Schools" (updated 25th May 2020), the DfE shares the following principles and areas in addition to our school behaviour policy:

Behaviour Principles

In addition to our positive behaviour management policy the following must also be adhered to in the current situation.

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising

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- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult straight away if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education

School will identify any reasonable adjustments that need to be made for students with more challenging behaviour and risk assessments will be written to support these pupils and reviewed regularly.

The DfE guidance below (**last updated on 18th May 2020**) addresses matters relating specifically to the exclusion of pupils and this will be adopted by school during this time:

19.1 Will pupils be punished if they deliberately disobey rules on protective measures?

It is important for schools to be calm and disciplined environments, where everyone follows the rules. Before they reopen, schools should update their behaviour policy to reflect the new protective measures and new rules and routines. It should also include appropriate consequences (such as sanctions and rewards), so that staff can ensure pupils understand them and can enforce them rigorously. The disciplinary powers that schools currently have, including exclusion, remain in place. Schools will be aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour. Our guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state and how this can be reflected within the approach to behaviour set out in Creating a Culture.

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19.2 How can schools make reasonable adjustments when they devise and implement new rules?

Some children will return to school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. Some children will need additional support and access to services such as Educational Psychologists, social workers, and counsellors. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

19.3 Can head teachers exclude pupils?

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion should only be used as a last resort, 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 in the school.

We expect schools who have permanently excluded a pupil to work with parents or carers and the local authority to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

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19.4 What is the effect of coronavirus on governing boards' duties to consider reinstatement of excluded pupils, and the process for independent review panels (IRPs)?

The timeframes set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 remain in force. This applies to all exclusions, including those that were issued before 23 March.

The government appreciates that it may not be possible to meet the timeframes set out in regulations for review meetings and IRPs, due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the governing board or arranging authority to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed. Governing boards and arranging authorities should continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend."

Risk Assessment

As mentioned above Children with any specific needs or challenging behaviour may have a risk assessment written and reviewed regularly. This guidance below will be used to inform this.

Cambridgeshire and Peterborough Risk Assessment Guidance

If you feel that you are currently unable to offer a place or you need to withdraw a place due to a child or young person's behaviours, we strongly recommend that you undertake a risk assessment, to evidence and record your decision and look at what reasonable endeavours you can offer to the child and family in order to support the reintegration of the child. It is also vital that you review and work in partnership with multiagency colleagues to mitigate against any repeating behaviours, including those behaviours that could be rooted in anxiety.

The Government has released an update on their previous guidance around Risk Assessments for children with Special Educational Needs and Disabilities: Supporting children and young people with SEND as schools and colleges prepare for wider opening (updated 26th May 2020). To support settings and schools with this document we have produced a summary which can be [found here](#).

The LA has worked in partnership with colleagues across education, social care and health services to create a risk assessment tool that can facilitate a process that

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ensures that all the children and young people who should be in school will be identified and offered a place wherever it is safe to do so and is clearly in the best interests of the individual child and young person.

We have developed a protocol to allow schools and professionals to understand both the legislation and our approach - this can be [found here](#). This common risk assessment framework is not intended to replace any existing risk assessments that have already been agreed, in fact the guidance is quite clear and stipulates that existing risk assessments remain in play. However, consideration in regard to the need to review any existing risk assessment, in the light of the new guidance should be undertaken and the new risk assessment framework should be used to support any review process. The [risk assessment template can be found here](#).