



Russell Street School

Behaviour policy

13.2.20

PRINCIPLES

Russell Street School is committed to fulfilling its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

At Russell Street School we believe that:

- A strong community will be built where individuals are connected to what is important in the community
- A 'growth culture' will be promoted that empowers children to change and improve their behaviour
- Good behaviour will be reinforced, modelled and taught
- There will be a focus on both the rights and responsibilities of the child
- Boundaries will be clear, consistent and explained
- There will be a positive classroom culture
- Everybody has a right to feel safe
- High self-esteem will be promoted
- Children will be treated as individuals
- Teaching staff and children will have high expectations
- Expectations will be informed by an understanding of child development and the needs of individuals
- Everybody will show mutual respect
- Teaching staff will be approachable and calm
- The teaching and learning environment will be appropriate to the development and needs of the children
- There will be a strong partnership between staff, children and parents
- Difference will be managed in ways that value individuals and oppose hurtful and harmful behaviours

PRACTICE

- There is an emphasis on building social connection
- There are daily, planned and purposeful circles
- Teaching staff are proactive in organising routines that allow children to remain on task and learning
- Teaching staff manage and organise their classroom and teaching effectively to allow children to remain on task and learning
- Teaching is interesting, paced and participative
- Each class knows the school's rules and values
- School rules and values are regularly reinforced; visual reminders are displayed
- Teaching staff consciously give meaningful praise linked to the school rules and values
- Consequences of positive and negative behaviour are explained
- When dealing with incidents there is a focus on respectful, firm, fair and restorative language which promotes learning and responsibility
- Structured interventions involve 3 steps: finding out, effects, responsibility

REWARDS SYSTEM

- There is a focus on intrinsic awards. Teaching staff give meaningful praise and 'catch the children being good'.

- There is awareness from staff that the positive behaviour of all children will be celebrated and that all children can work hard to behave well.
- A cross on the class 100 square is awarded to the whole class when class rules and values are observed
- Crosses can be awarded to the class when individuals make a notable contribution
- Once earned crosses are not taken away
- Year groups set targets for the number of crosses to be achieved in order to earn a class reward
- The class reward occurs around every half term and is shared by all the class

SANCTIONS SYSTEM

- Sanctions are linked to a conversation, using restorative language, which follows the 3 steps: finding out, effects, responsibility
- A verbal reminder is given using restorative language
- One further reminder is given. This is positively worded to indicate the desired behaviour. It can be a non verbal picture cue.
- The next reminder results in the child being required to 'fix' their behaviour, this might include reflection time in the classroom
- The consequence of not 'fixing' the behaviour is reflection time in another classroom or losing privileges (e.g. playtime)
- Children who are having regular behaviour interventions are referred to the team leader and then the head teacher. Their parents are informed.
- At this point children are mentored by a senior member of staff who monitors behaviour daily
- If concerns continue the teacher, headteacher, SENCO and parent agree a Personal Behaviour Plan and the involvement of the Behaviour Support Team is sought
- The Headteacher may then invoke temporary exclusion and/or permanent exclusion depending on the circumstances
- Parents are made aware of the school's behaviour management systems via the school prospectus, website, newsletters, induction evenings, workshops and visits
- In circumstances where stolen or dangerous items are suspected of being in the possession of an individual, teaching staff have the right to search the pupil and their bags

INCLUSION OF CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS:

Behaviour Planning (See Appendix 2)

- Behaviour difficulties in young children are a barrier to learning like any other. They are not taken personally.
- Visual reminders of good behaviour are displayed
- Visual timetable is displayed and talked through
- Behaviour curriculum includes Social Stories addressing key behaviours (photos, puppets), Box of Feelings, SEAL activities, SALT activities, Protective Behaviours
- Teachers proactively plan to avoid unnecessary areas of conflict. Timetables are used as a record of flash points, patterns are analysed and planned for. Provision is appropriate for the individual. Teacher anticipates and makes provision.
- Areas of difficulty (e.g. PE, carpet time) are introduced in small intervals at the control of the adults. The time gradually extended.
- The child has an individual withdrawal space / workstation with visual reminders, appropriate activities (not for 'time out')
- The Behaviour Plan is shared with child. This outlines expected behaviours and consequences and is linked to the Behaviour Plan targets.
- The teacher focuses on specific praise for appropriate behaviour. Planned rewards are given (activity/sticker/smiley face).
- Simple, clear, concise, concrete language is used. The child is given simple choices – 'Quiet or reflection time.'

- Where behaviour is a significant barrier to learning then a multi agency assessment will be considered

Consequences

- School policy is used for low level behaviours: warning – reflection time in class – reflection time in another class
- For high level behaviours there is no warning. The child is removed immediately
- For certain children (especially those on the spectrum) warnings are not used. Consequences are immediate.
- Time out space may be out of the classroom (medical room, lobby, outdoors). The adults withdraw attention
- The Physical Intervention Policy is followed where necessary
- When the child is calm and cooperating they are reminded of the expectations (concise and simple) & returned to the refused/last task which will be completed.

Around School

- All staff ensure consistency and do not let things go.
- Further adult support is sought where necessary.
- Consequences are not undermined by giving any attention to a child having reflection time

BULLYING

Bullying involves repeated physical, emotional or verbal abuse by an individual or group which is intended to cause harm and threatens an individual or group's safety or wellbeing.

Bullying is unacceptable and will not be tolerated in our school.

Procedures

- Communities and social connection are built using Restorative Practices
- Children create caring hands to identify adults who can support them
- Children are taught 'Protective Behaviours'
- Staff are approachable
- Staff listen and take children's concerns seriously
- Incidents are recorded on CPoms
- Evidence is collected from all parties involved and from witnesses
- Formal restorative meetings are held
- A member of the SLT is involved
- Parents are informed
- The victim is made safe and offered support
- The perpetrator receives a focused intervention , as well as withdrawal of privileges; in some cases exclusion will be necessary
- The wider group is supported through circle time
- Checking is done to ensure the victim continues to feel safe

Promoting a bullying free culture

- Staff model positive behaviour
- Staff take children's concerns seriously
- Positive behaviour is noticed and praised
- Circle times are used to reflect on and promote positive relationships and social connection
- Children use caring hands to identify adult support
- SEAL materials are used as part of circle times and the PSHE programme to promote an anti bullying culture
- School values are promoted with a half termly focus in assemblies and during the teaching day
- Anti Bullying and eSafety Week and Blue for Anti Bullying Day are annual events

- Assemblies are used to promote positive relationships
- Social skills groups are run for children who need support with building positive relationships

EXCLUSION (See Appendix 1)

- Exclusion will be used as a final sanction in ensuring the good behaviour that enables effective learning to take place.
- Exclusion will be used sparingly in response to serious behaviour incidents. It will normally be used only after other sanctions and interventions have failed to achieve the desired change in behaviour and attitude.
- Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other children or staff.
- The school will follow current DFE and LA guidance and advice. See appendix 1

USE OF REASONABLE FORCE (see Restrictive Physical Intervention Policy)

- All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

ALLEGATIONS AGAINST STAFF

- The school policy, 'Disciplinary Policy for School Staff', will be followed along with advice from Human Resources and the LADO.

Appendix 1 – Exclusion

Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time

Exclusion during morning session: the exclusion takes effect from the afternoon session; notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:
- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

Appendix 2

Planning and provision for children with behaviour needs

Ongoing:

- Visual reminders of good behaviour
- Visual timetable – talked through daily
- Now and Next prompts used through the day
- Behaviour curriculum - Social Stories addressing key behaviours (photos, puppets), Box of Feelings, SEAL activities, SALT activities
- Protective behaviours - proactive planning to avoid unnecessary areas of conflict. Use timetable as record of flash points – analyse patterns and plan for these. Ensure that provision is appropriate for the individual. Teacher anticipates and makes provision. For example teacher decides the child finds PE difficult. They plan for the child to do 5 minutes of PE each session. They stick to this (staying in control).
- Where possible use distraction
- Give thinking / take up time
- Areas of difficulty (e.g. PE, carpet time) introduced in small intervals at the control of the adults. Time gradually extended.
- Individual withdrawal space / workstation with visual reminders, appropriate activities (not for 'reflection time')
- Behaviour Plan is shared with child and names expected behaviours. Link to PEP targets.
- Focused, specific praise for appropriate behaviour. Planned rewards – activity/sticker/smiley face. Controlled by the adults and time specific.
- Simple, clear, concise, concrete language is used, giving simple choices – 'Quiet or reflection time.' No discussion.
- Remember – behaviour difficulties in these young children are a disability like any other. Do not take it personally.

Consequences

- School policy for low level behaviours: warning – reflection time in class – reflection time in another class
- For high level behaviours – no warning – straight out
- For certain children (especially those on the spectrum) a warning never works so go straight to reflection time
- Reflection time space – medical room, lobby, outdoors - adults **withdraw attention**
- Follow Physical Intervention Policy where necessary. Use CPoms to record
- When calm and cooperating, remind of expectations (concise and simple) & return to the refused/last activity – including carpet time. This must be completed.

Around School

- Ensure consistency- do not let things go.
- Send for another adult where necessary.
- Do not undermine a consequence by giving **any attention** to children having reflection time.

Behaviour Plan

- _____ to have a 'behaviour plan' with visual cues and a record sheet.

My Plan

Sit on the carpet with legs crossed and hands in lap

Have safe hands and feet

Look and listen when my teachers are talking to me

Have a quiet indoor voice

Do what the teachers ask me

- _____ behaviour plan is used to remind him of expectations
- _____ has focused, specific praise. After completing each task successfully, he is rewarded with a favourite activity.
- _____ has a signal to indicate to the TA that he is finding carpet time difficult.
- Reflection time is given to provide positive feedback at the end of each session. This is recorded on monitoring sheet.
- Staff are positive and wherever possible use tactical ignoring and distraction as a strategy
- When _____ behaviour escalates, after his time out, he continues his tasks away from the classroom.
- When behaviour needs to be addressed the inappropriate behaviour is named and _____ is told what he should do. This is finished with 'Thank you' and linked to the behaviour plan. (2 sentences at most). Take up time is given.
- Consequences – time out for significant incidents. Where possible this is dealt with at playtimes or during active breaks. Withdraw from 3 – 5 mins of playtime.
- When _____ refuses to cooperate and his behaviour begins to spiral he is taken to the playground. All the access doors and gates are locked. One adult at one door until _____ is ready to come in. Caring hands where necessary – two adults supporting _____. When he comes in he does his time out. He then continues his activity at his own work station.
- Afternoons – activities that allow for success – outdoors as much as possible, structured time/ transition times are limited (last session especially when there is no playtime to ensure time out).
- Carpet times: Regularly call _____ name to refocus
- When giving instructions check understanding by asking _____ to say what he needs to do
- Social stories/ comic strips used to model appropriate behaviour.