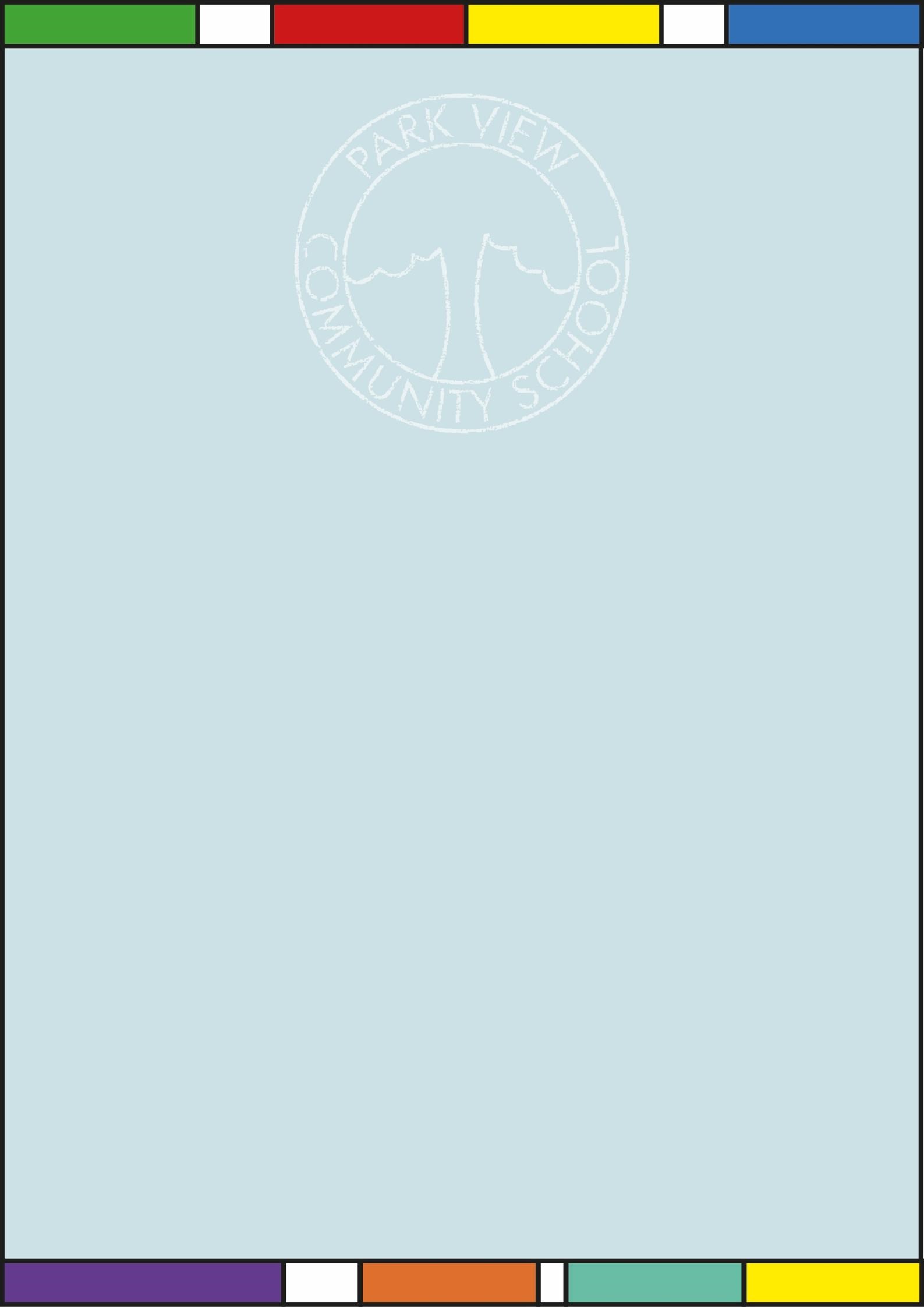
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**Behaviour Management**

**Policy**

**May**

**2023**



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**Document Control**

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# OUR STATEMENT OF INTENT

The intention of this policy is to outline the **guiding principles** behind the **behaviour management strategies** employed by the school and to clearly state the practical day to day approaches that we take to address unacceptable and challenging behaviour.

The essence of our school vision is to enable the children of Park View to become resilient adults that are able to cope with the challenges that they may face in the future.

At Park View we believe that a positive attitude to oneself, to others and to learning greatly improves the likelihood of successful and fulfilling experiences at school and in life in the future. At Park View our aim is to create and maintain a nurturing and happy environment where children can succeed, learn from their mistakes, take responsibility for themselves as individuals and understand the positive contribution they make to the school community as a whole. This policy supports the achievement of these intentions.

This policy also supports us in ensuring that UNICEF Children’s Rights (Article 13, Article 14, Article 15, Article 19, Article 24, Article 28 and Article 31 in particular), are respected.

This policy supports the school in ensuring that the fundamental British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

This policy is in line with the Equality Act 2010 which makes it unlawful to discriminate against, harass or victimise someone on the basis of a \*protected characteristic – disability, gender reassignment, race,

religion or belief, sex and sexual orientation. \*age, marriage and civil partnerships do not apply to a school’s duties towards pupils.

The definition of disability in the Equality Act 2010 is broad: a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as specific learning difficulties, autism and speech, language and communication impairments. With this in mind, this policy covers the adaptations required for pupils with disabilities in our school.

This policy outlines a framework for the expectations of behaviour and attitudes of pupils and the responsibilities and values expected of our whole school community and is underpinned by a restorative approach.

The intention of a restorative approach is to build and strengthen community by promoting positive interactions and relationships and managing conflict by supporting individuals in taking responsibility for their actions, empathising with others, repairing and ultimately strengthening relationships at all levels. We recognise that the behaviour of some pupils cannot be effectively managed within this policy therefore specific adaptations will be put in place for those for whom the general behaviour strategies do not work.

The policy also is in line with the Manchester City Council Education Department’s Inclusion Strategy which underpins the school’s philosophy to include and support children who have special educational needs and who have suffered early childhood trauma and adversity, all of which impact behaviour.

We acknowledge that all behaviour is communication and we believe that it is our jobs as professional educators to support children who are displaying challenging behaviours, finding out what is at the root of the behaviour and employ strategies to help children to learn how to manage their behaviours so that they can develop into well-rounded individuals and make progress in all areas of the curriculum.

## IMPLEMENTATION

### Strategies for General Behaviour Management: A Graduated Approach

Promoting and managing good behaviour conduct and good behaviour for learning is **everyone’s** responsibility at Park View. It is the responsibility of ALL staff members to ensure that they are familiar with the contents of this policy and to ask their team lead or a member of SLT if they are unclear of any aspect of the behaviour management strategy at Park View.

The DfE outline in the Teachers’ Standards (part 1, point 7) that teachers must *‘Manage behaviour effectively to ensure a good and safe learning environment’.*

The TA Standards outline that TAs are expected to ‘*Use effective behaviour management strategies consistently in line with the school’s policy and procedures.*

There is the expectation that other staff working at Park View must also follow policy and procedures to ensure that orderly and calm school environment is maintained.

Seeing the positives in all children and rewarding positive behaviour is central to our approach to behaviour at Park View. Many rewards are used in school and are used by staff as appropriate for the age of the children they work with. Rewards ***include***(but this list is not exhaustive):

* Dojo points
* Stickers
* Golden Time
* Whole class rewards (marbles in a jar)
* On track to succeed steps
* Positive communication with parents/carers
* Certificates in our weekly ‘Celebration Assembly’

Staff members are expected to use their own professional judgement in the first instance when a child’s behaviour starts to become a challenge.

De-escalation/distraction techniques should be used for low-level behaviour before applying the graduated approach below unless the behaviour displayed is immediately at the next step of the graduated pathway. The list of techniques ***is not exhaustive*** *and techniques can be:*

* praising/rewarding others who are displaying the desired behaviour
* tone of voice/the ‘look’
* proximity
* distraction
* tactical ignoring
* agreed specific strategies that staff know work effectively with an individual child

If the strategies above do not have the desired effect, then the **graduated** behaviour & consequence approach outlined on the next page applies.

Adaptations to the implementation of this policy for lunchtimes and to meet the needs of children in EYFS can be found in the appendices.

## GRADUATED BEHAVIOUR & CONSEQUENCE PATHWAY

|  |  |
| --- | --- |
| **Graduated Behaviour & Consequence Pathway FIRST STEP** | |
| **behaviour choice** | **adult response** |
| A low-level behaviour that distracts adult(s) and children teaching and learning. For example:   * failure to follow instructions * mis-use of equipment * distracting others/excessive   talking – non-aggressive   * not engaging with work | Adults use their own professional judgement about how best to challenge behaviours at this stage.  If de-escalation strategies (some outlined on page 5) are **not** effective, adult gives a child a ‘polite reminder’. This indicates to the child that further behaviour will result in a sanction.  Adult states clearly and directly what the child is expected to do.  *‘****Child’s name****, this is a polite reminder. I want you to stop talking and to get on with your work.’* |

|  |  |
| --- | --- |
| **Graduated Behaviour & Consequence Pathway SECOND STEP** | |
| **behaviour choice** | **adult response** |
| Continuation of previous behaviour, **after**  ‘polite reminder’.            Escalated behaviour that disrupts the flow of teaching and learning but is **not** dangerous to child or others. For example: failure to follow instructions after ‘polite reminder’ distracting others arguing with others  refusal to engage with an adult graffiti on work | Adult states clearly and directly what the child is expected to do.  *‘Child’s name, I would like you to move to* ***state place*** *because* ***state specific behaviour*** *is preventing learning in our classroom/this group.*  If the same behaviours persist when child is in a different part of the classroom/learning area, the next step is for the child to be sent to another classroom. Adult to repeat script above and substitute out of class destination.  **Moving to another classroom** automatically triggers a **lunch timeout on the same day** (or the next day if the behaviour occurs in the afternoon). Class teacher informs the parent/carer on the same day that the behaviour occurred. This can be face to face at the end of the school day or on phone if parent/carer does not pick the child up. |

|  |  |
| --- | --- |
| **Graduated Behaviour & Consequence Pathway THIRD STEP** | |
| **behaviour choice** | **adult response** |
| Child refuses to move to another part of the teaching area/another class.            Child displays offensive/aggressive/ crisis behaviour for example:     * extreme disruption – e,g shouting over others / throwing objects * destruction of property or   learning environment   * verbal abuse towards   staff/children   * hitting/kicking/fighting * homophobic and racial abuse | Adult alerts another staff member via radio (if staff member has been assigned one) or uses BLUE CARD alert. Card can be delivered by another adult or reliable child (only if appropriate).  Blue card script: *‘****Staff sending alert’s name*** *I would like you to help with* ***state child’s name*** *in* ***state place.***  Blue card radio script: *‘****Intended recipient’s name,*** *this is* ***your name.*** *This is a BLUE CARD alert* ***(state which).*** *Assistance needed in* ***state place*** *for* ***state child’s name.’***  Alerting a colleague for assistance is as above. Substitute the RED HEART for the blue card or the words RED HEART alert on a radio call.  On arrival staff providing assistance states ***‘Here to help,’*** and staff member requesting help clearly states the action that he/she requires the assisting staff member to carry out.  \*Note about card alerts: BLUE CARD = I need support with a child’s behaviour but he/she is **NOT** in crisis. RED HEART = I need support with a child’s behaviour and he/she **IS in crisis.** |

## FOLLOW UP STRATEGIES

Sanctions must not be ‘stacked’. If a child’s behaviour is deemed unacceptable and they cannot work in the classroom, they must work elsewhere or in the LSR on the same day. Lessons should not be missed as a sanction (for example: a child misbehaving in PE must not miss the following PE lesson). Lunch timeout must only be carried over the next day if unacceptable behaviour occurs in the afternoon.

If a child refuses to move elsewhere in the school as a result of their behaviour, then they should spend the equivalent of half day in the LSR/elsewhere. The length of an internal suspension for other reasons must be decided by the person dealing with the issue in conjunction with a member of SLT or senior behaviour mentor. Deciding factors about length of time in LSR can be severity of behaviour or frequency with which it has previously occurred.

Staff may only keep children in during breaks to make up for ‘lost learning time’ and must supervise the children themselves. Children will only miss break for behaviour if spending time in LSR or on internal suspension.

Children who have a lunch timeout to complete a restorative think sheet and write answers to the questions asked in a restorative circle. This gives the children chance to reflect on their actions.

Where a child has harmed others by insulting or aggressive behaviour, a \*restorative conversation should take place AFTER the sanction and in the child’s own time. This is likely to be the playtime or lunchtime after their sanction. The class teacher or TA should facilitate the restorative discussion, explaining to the one who has been harmed that it is important that their voice is heard. \*Further information about restorative conversations can be found in the appendices.

In the case of an extreme behaviour incident or repeated lunch timeouts (after three occasions) a Team Around the Child (TAC) meeting with parents/carers is to be called. A member of SLT and the class teacher must be involved. After a TAC meeting, an On Track to Succeed card (OTTS) is put in place for four weeks, with a specific measurable behaviour target for the child to achieve. This card is monitored by the class teacher and phase leader to ensure that there is improvement. Other strategies will be discussed at the TAC meeting and these will vary from child to child. It may be discussed with parents/carers that the child needs to be added to the Special Needs register or referred to an outside agency for assessment.

The aim of timeout sessions, TAC meeting and OTTS card is to enable the child to modify his/her behaviour. If this is not successful then the class teacher may need to speak to the head and SENDCO to discuss monitoring/assessment for any underlying issues.

## EXTREME OR CRISIS BEHAVIOUR

Some children who have a specific learning need or disability may find it hard to regulate their emotions and this may manifest as extreme behaviour or a ‘crisis’ as we call it.

For these children the strategies outlined in this policy are less likely to be successful. A child who is neurodiverse, has a speech and communication difficulty, has experienced recent or early trauma, has attachment or mental health issues or lives through adverse childhood experiences (ACES) will need a specific plan that outlines their behaviour triggers and guidance for adults to explain how best to support them when they are at risk of going into ‘crisis’. Such plans are developed with the SENDCO and class teacher and any other outside agencies that may have involvement with the child (e.g. Educational Psychologist or Speech & Language Therapist) and are shared with all relevant adults in school.

After **crisis behaviour** or **physical intervention** of any kind, a follow up meeting will take place with all staff involved (including class teacher/TA as appropriate) to unpick the events leading to the need for physical intervention. This meeting will utilise an antecedent, behaviour and consequence discussion (ABC) with the intention of ensuring that all is in place to mitigate a repeat of the same incident. These meetings will be led by a senior member of the Inclusion Team.

## SUPPORTING COLLEAGUES IN MANAGING CRISIS BEHAVIOUR

If any adult in school comes across a situation where another adult is dealing with a child displaying challenging behaviour, the **support script** that **ALL** staff (regardless of position in school) must adhere to, is as follows:

approaching colleague: Here to help.

colleague dealing with child: *Give clear instruction to approaching colleague (see below for examples)*

Could you please get assistance from LSR staff/SLT.

Could you please stay for a few moments.

Could you please step in and support the child.

Could you please take over and I will get further support.

I am OK miss/sir – things are fine – I don’t need support at this time.

This protocol is also followed when an adult (usually a member of the Inclusion Team/SLT) has been called to assist on the radio or via a BLUE CARD or RED HEART.

It is important that all adults in school adhere to this protocol and script to ensure that any situation is dealt with calmly. Adults must NOT use emotive language to describe a child’s behaviour or talk about a child’s behaviour with the child in ear-shot. Such discussions can trigger a child to display further crisis behaviour.

## PHYSICAL INTERVENTION

At Park View our aim is to avoid the use of physical intervention/restraint unless a child is a danger to themselves, other children or staff. Staff are to avoid any form of physical intervention if on their own with a child and should send for assistance before any physical intervention takes place. Based on the DfE guidance *‘Use of reasonable force – advice for headteachers, staff and governing bodies’*  physical intervention can be used to:

* prevent a child leaving a room it would risk their safety and that of others
* prevent a child from attacking another pupil or staff member
* prevent a fight taking place
* prevent a child harming themselves or damaging property

Any physical interventions must be logged separately on CPOMS under the ‘physical intervention’ category and parents/carers must be informed when physical intervention has taken place.

A follow up meeting will take place with all staff involved (including class teacher/TA as appropriate) to unpick the events leading to the need for physical intervention. This meeting will utilise an antecedent, behaviour and consequence discussion (ABC) with the intention of ensuring that all is in place to mitigate a repeat of the same incident. These meetings will be led by a senior member of the Inclusion Team.

## SUSPENSION AND PERMANENT EXCLUSION

Only the headteacher is authorised to suspend or permanently exclude children from school and decisions to suspend or exclude are never taken lightly.

Permanent exclusion is only done as a very last resort (as outlined in the Manchester City Council Inclusion Strategy) and when all other options to keep the child in school have been exhausted.

A child may have an ‘internal exclusion’ for a fixed time or number of days and this takes place in the Learning Support Room or another area in school as appropriate.

Every decision to suspend or exclude (internally or formally) will be judged as an individual case, taking into account the child’s needs and the circumstances of the events leading up to the decision.

## POLICY IMPACT

This policy outlines the main strategies and systems in place to ensure that a high standard of behaviour is maintained at Park View. There are many other practices and strategies taking place in school that underpin this policy and promote and support positive behaviour in school. These are outlined in the appendices.

The impact of this policy is will be reviewed every term through informal and formal monitoring procedures including analysis of behaviour records (CPOMS reports, number of children having timeouts, OTTS cards and individual behaviour plans).

SLT members, governors and colleagues in other schools will be involved in the monitoring and outcomes will be reported to governors at full governing body meetings.

Appendices start on page 11 of this policy and cover areas as follows:

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## APPENDICES

**Appendix A**

### EXPECTATIONS OF THE BEHAVIOUR OF CHILDREN

***At Park View we expect children to:***

* follow adults’ instructions
* listen when they are asked to do so
* put up their hands in class to speak and not shout out
* use quiet voices in the classroom and other learning areas
* walk around school with their ‘voices switched off’ (silent)
* engage with their work and have a go even if something is challenging for them
* ask in a polite way if they need help
* take pride in their work
* look after the school environment including learning materials/equipment
* talk to staff if they feel that there has been an injustice but to do this in a respectful way and at an appropriate time
* be helpful and tidy up after themselves
* be kind to other children and adults
* use kind voices to speak to each other
* let other children join in their play and conversations
* tell the truth
* take responsibility for their actions and accept the consequences if they have done wrong
* be willing to make amends when they have harmed someone (emotionally or physically)

***At Park View we define unacceptable behaviours as:***

* refusing to follow instructions
* shouting out
* disrespectful body language
* talking over other children/adults
* answering adults back
* not engaging with work
* scribbling/graffiti on their books or other work
* throwing books/other equipment on the floor
* destroying equipment or the learning environment
* using unkind words that hurt others’ feelings/gossiping about others/spreading rumours
* deliberately leaving other children out of play
* telling lies
* swearing
* using racist or homophobic language
* physical violence against others
* refusing to accept responsibility for any negative behaviour they display

***Items Banned in School:***

By law all school staff can search pupils for any item with their consent; however, it is up to the Headteacher to identify who is authorised to carry out the searches within the school. When designating a member of staff to undertake searches under these powers, the Headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities. Searching without consent can be carried out for prohibited items within the parameters of the guidelines. ‘Prohibited items’ are defined in the Education Act 1996 and the Schools Regulations 2012 as:

* Knives or weapons, alcohol, illegal drugs and stolen items.
* Tobacco and cigarette papers, fireworks and pornographic images.
* Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.
* Any item banned by the school rules which have been identified in the rules as an item which may be searched for.

**Appendix B**

### EXPECTATIONS OF THE BEHAVIOUR OF STAFF

***At Park View, as professionals responsible for promoting a high standard of behaviour in pupils, we expect staff to:***

* follow the behaviour policy consistently
* follow consistently, the individual behaviour plans of those children who have them
* create and maintain a positive learning climate in the classroom
* ensure that lessons are engaging and accessible for all learners
* use praise and rewards for positive behaviour
* acknowledge, by using praise and rewards, when children who find it difficult to selfregulate, make small, incremental steps towards improvement in their behaviour
* make adaptations for those with learning and SEMH needs/unseen disabilities
* give adaptations a chance to work by following timescales on children’s plans
* maintain a neutral voice when reprimanding children
* use a firm/raised voice if and when necessary but not shout directly at children
* only use the phrase *‘voices switched off, thank you’* to ensure silence when children move around school (**not** use ‘shh’, ‘be quiet’, ‘stop talking’ etc.)
* frequently explain to children what is expected of them in terms of positive behaviour
* highlight what unacceptable behaviour looks like and support children in reflecting on this and teach them how to respond differently
* model positive and polite behaviour at all times – we are the role models
* not take challenging behaviour personally or hold grudges against children who have been disrespectful to you in the past
* communicate effectively with colleagues to ensure that there is a consistent approach to children who have additional needs
* be confident to use your professional judgement within the expectations of this policy

**Appendix C**

### RESTORATIVE PRACTICE

Before engaging in the restorative process, explain to the children that whilst they are waiting for their turn, they must listen silently to the other person and not shout out/disagree or talk over the top of them. Explain that if this happens there will be another consequence (lunch timeout). Explain that each person will get their turn.

### Restorative Questions

Questions for the one who has caused harm:

* What happened?
* What were you thinking at the time?
* What are you thinking now?
* Who has been affected by what you did?
* How have they been affected?
* What do you think needs to happen next?

Questions for the one who has been harmed:

* What happened?
* What were your thoughts at the time?
* What have your thoughts been since?
* How has this affected you?
* What has been the hardest thing for you?
* What do you need to happen next?

After the restorative process, periodically check with the children that there have been no further issues.

**Appendix D**

### GROWTH MINDSET

We are constantly developing children's ability to discuss their learning and helping them develop a language to talk about their own learning. The children in school today are going to be facing a variety of challenges in the wider world in the future and we are working with them to develop skills and attitudes that will help them be successful.

Through our teaching and through leading by example, we encourage our children to adopt a Growth Mindset approach to their learning. A Growth Mindset is about recognising it is ok to make mistakes and that our brains grow when we try. It can help alleviate frustrations that some students experience in their learning and hence reduce the frequency of potential lowlevel disruption. In their lessons, students are expected to be supportive of each other. Their mature, thoughtful behaviour is an outstanding factor in their successful learning. Their learning behaviours should make a strong contribution to good learning in lessons and they are expected to show responsibility in responding to expectations and set consistent standards for themselves. At all times, students should apply themselves wholeheartedly, listen carefully and show respect and encourage others to conduct themselves equally well.

**Appendix E**

### THE ZONES OF REGULATION FRAMEWORK

The Zones of Regulation is a systematic, cognitive behavioural approach used to support the teaching and modelling of self-regulation by categorising all the different ways we feel and states of alertness, into four zones. The Zones framework provides strategies to teach children to become more aware of different emotional states. The children are then encouraged to become more independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem-solve conflicts. The Zones framework is designed to help move children toward independent self-regulation. The Zones of Regulation incorporates social concepts and numerous visuals to teach children to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states of alertness.

**The Four Zones: Staff make it clear to all pupils that we all experience being in different zones during each day. Staff model the use of tools to the children to support the development of their self-regulation.**

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation or terror when in the Red Zone.

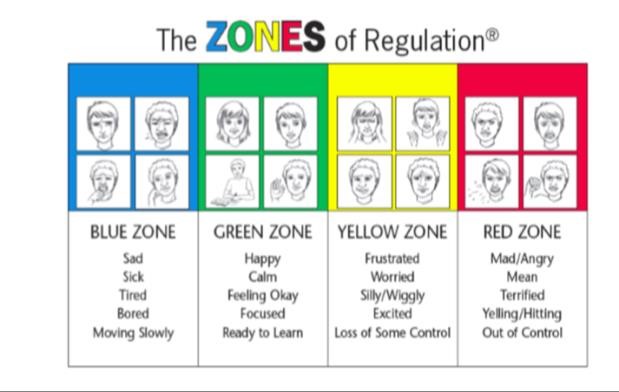
The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing excitement, stress, frustration, anxiety or nervousness when in the Yellow Zone.

**The Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

**The Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick or bored.

Each classroom has a Zones of Regulation display for staff to refer to.

Children who find it difficult to self-regulate their emotions may have specific strategies from the Zones of Regulation approach in their individual behaviour plans.



**Appendix F**

### DE-ESCALATION SUPPORT PHRASES

*Key message from staff, underpinning each of the phrases below: I am trying to understand you, I’m interested in you, I’m invested in this relationship with you.*

You’re letting me know that…

*e.g. You’re letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.*

You’re telling me that…

*e.g. You’re telling me that you are sad and frustrated because you are finding the work too hard and you don’t understand. When you’re ready we can look at it together.*

It seems that…

*e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is, so I can help you. (Provide the child with take up time if they need it by saying ‘when you’re ready I’ll be…’)*

I wonder what it is you are trying to tell me

*e.g.* ***I****t feels like you have something to say and you are having difficulty finding the words.*

I worry that ...

*e.g. You want me to know you need some help, maybe a sensory break, some time out of the classroom to help you get back to the green zone.*

You want me to know that…

*e.g. You want me to know that you are feeling angry because you didn’t want to write those sentences in your book. When you have done those three sentences you can then play with the Lego (low stress level activity chosen using the ‘first’ and ‘then’ approach to their learning).*

It’s not a problem…

*e.g. It’s not a problem we can come back to that work and complete it during finishing off time.*

It’s ok…

*e.g. It’s ok we all make mistakes, and that’s how we learn from them. If you just put a line through it and write underneath it xxx will know and she will understand.*

It feels like/as if…

*e.g. It feels like/as if you might be feeling sad because you didn’t get to give mummy a cuddle before she left this morning?*

…Let’s sort it out/ do it together…

*e.g. You’re telling me that it’s too hard, and that’s ok, let’s sort it out/do it together*

…We can fix this…

*e.g. We can fix this together. When you’re ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.*

You can do this, I believe you can/in you

*e.g. you can do this, all you need to do is walk straight to xxx to pick up the work, and we will come straight back out to your work station.*

**Appendix G**

### LUNCH & BREAKTIME PROCEDURES

|  |  |
| --- | --- |
| **Graduated Behaviour & Consequence Pathway FIRST STEP** | |
| **behaviour choice** | **adult response** |
| A low-level behaviour that distracts adult(s) and children teaching and learning. For example:   * mis-use of equipment * not sharing equipment * leaving others out of play | Adults use their own professional judgement about how to best to challenge behaviours at this stage.  If child does not comply give **clear polite reminder:**  *‘****Child’s name****, this is a polite reminder. I want you to* ***state instruction clearly.*** |

|  |  |
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| **Graduated Behaviour & Consequence Pathway SECOND STEP** | |
| **behaviour choice** | **adult response** |
| Continuation of previous behaviour, **after**  ‘polite reminder’ or escalated behaviour. For example:  Disruptive behaviour such as:   * failure to follow instructions after reminder * verbal arguments between   children   * play fighting * dismissive responses to staff ▪ refusal to engage with an adult | Adult asks child to stay with them for a fixed period of time. Staff member to use their professional judgement regarding length of time.  If the child complies – he/she is allowed to go back to play after time period is over.  If child chooses not to comply escalate to stage 3 |

|  |  |
| --- | --- |
| **Graduated Behaviour & Consequence Pathway THIRD STEP** | |
| **behaviour choice** | **adult response** |
| Disruptive and extreme behaviour:   * evidenced bullying * swearing * fighting (physical) * verbal arguments resulting in swearing/abuse to children * verbal disrespect/abuse towards   staff   * refusal to come back into school from scheduled break * scaling/climbing fences * accessing ‘out of bounds’ areas * homophobic and racial abuse | * instant removal from outside to LSR (use radio support) * child misses next lunch break * LO/staff on break duty informs class teacher (LO via log book and tick list) * teacher reminds child of lunch timeout the next day. * LSR staff log lunch behaviour incidents on SIMS. |

**Appendix H**

### EYFS ADAPTATIONS

*This policy applies to all children of all ages across the school. However, we acknowledge that the staged behaviour management procedures outlined in detail and used for KS1 and KS2 children must be adapted to meet the needs of our youngest children. The adaptations procedures are outlined below:*

Children who present challenging behaviour in EYFS are discussed formally in weekly team meetings where approaches/strategies are developed and shared to ensure that they are applied consistently with all staff involved with each child.

As the children are identified pre-emptive/distraction/diffusion strategies are accounted for in staff planning and in children’s IEPs where an SEMH target is identified.

The Reception classes have a ‘relaxing retreat’ area shared between the classrooms which is equipped with fidget toys/colouring sheets etc. Children can access this area themselves if they wish to calm/distract themselves before behaviour escalates. Staff support children if they elect to access this area.

Staff use Makaton signing to promote cooperation and positive behaviour and visuals are displayed around the room to support children with communication difficulties to share expectations and emotional responses.

Behaviour for learning visuals are displayed in teaching areas (e.g. good sitting/good listening) and worn on staff lanyards so all pupils have access to visual cues in all areas of the setting.

Reflective language is used throughout the setting to discuss the impact that a child’s behaviour is having on them and others in the setting.

During the daily morning ‘carpet time’, behaviour expectations are discussed as part of the daily routine.

All staff are equally responsible for challenging inappropriate behaviour and deal with issues with children across the setting as they arise.

All classes have a ‘reflection spot’ which is visible to all. Children sit on the reflection spot for time out (with a timer) if they have made the wrong choice. An age-appropriate restorative conversation follows on the same day.

If children are sent to the reflection spot, this is noted on the reflection log sheet and transferred to SIMS at the end of the school day.

Parents/carers are informed at the end of the day if their child has been sent to the reflection spot and parents/carers are asked to follow up at home by discussing good choices with their child.

All reflection times and restorative discussions take place on the same day and each day is a fresh start for every child.

A range of rewards in line with school rewards are given for positive behaviour and some adapted so that they are age appropriate.

## EYFS

|  |  |
| --- | --- |
| **Graduated Behaviour & Consequence Pathway FIRST STEP** | |
| **behaviour choice** | **adult response** |
| A low-level behaviour that distracts adult(s) and children teaching and learning.  Children making the wrong choice which goes against the expected behaviours outlined at the beginning of each day. | Adults use their own professional judgement about how to best to challenge behaviours at this stage.  If de-escalation strategies (some outlined on page 5) are **not** effective, adult gives a child a ‘polite reminder’. This indicates to the child that further behaviour will result in a sanction.  Adult states clearly and directly what the child is expected to do.  *‘****Child’s name****, this is a polite reminder. I want you to show me good sitting and good listening.’* |

|  |  |
| --- | --- |
| **Graduated Behaviour & Consequence Pathway SECOND STEP** | |
| **behaviour choice** | **adult response** |
| Continuation of previous behaviour, **after** ‘polite reminder’.  Escalated behaviour that disrupts the flow of teaching and learning but is **not** dangerous to child or others. | Adult states clearly and directly what the child is expected to do.  *‘Child’s name, I would like you to move to* ***sit on the reflection spot for X minutes.***  If the same behaviours persist when child is in a different part of the classroom/learning area, the next step is for the child to be sent to the reflection spot again. Adult to repeat script above and substitute out of class destination.  If behaviour is repeated, the child is taken to another classroom in KS1. |

|  |  |
| --- | --- |
| **Graduated Behaviour & Consequence Pathway THIRD STEP** | |
| **behaviour choice** | **adult response** |
| Child refuses to move to another part of the teaching area/another class.  Child displays behaviour that puts other children at risk/hurts another child or is destructive to the learning environment. | Child is taken to the LSR by an adult from EYFS (with an independent activity they can complete when calm).  The adult states to LSR staff the child’s behaviour and for how long they are expected to stay in the LSR.  EYFS staff collect the child at the end of the session and a restorative conversation takes place in the EYFS setting.  EYFS staff discuss the behaviour with the parent/carer at the end of the day. |

**Appendix I**

### INTERVENTIONS

We run a variety of interventions to support children for whom self-regulation is a challenge.

We are committed to reviewing our offer regularly to improve and add new strategies. The list below highlights some of the interventions we have in place:

* social stories
* kaleidoscope colour therapy
* volcano in my tummy
* anger alphabet
* morning check-in group (rise and shine club)
* lunchtime calm club (lunch bunch club)
* counsellors
* circle of friends
* zones of regulation

To constantly improve our practice, our intention is to expand our range of interventions to ensure the best possible support for the children of Park View who find self-regulation challenging.

**Appendix J**

### RECORDING AND TRACKING BEHAVIOUR INCIDENTS

Step 1 and Step 2 incidents on the graduated pathway are logged on SIMS.

Children who stay in at lunch for timeout are logged on the lunch timeout tracker (not on CPOMS). When a child has had 3 timeout sessions over lunch, parents/carers are invited in for a Team Around the Child (TAC) meeting and the outcomes of this meeting are recorded on CPOMS.

If children are sent to the LSR, this is logged on CPOMS under the ‘behaviour’ category with a brief and factual description of the behaviour preceding the timeout in the LSR.

Behaviours that result in a child reaching the final step of the graduated pathway should be logged on CPOMS in a concise and factual manner.

Children on a plan to support their self-regulation may have more information logged on CPOMS, however, this must be in a concise and factual manner. For these children, it is likely that they will have a different behaviour management pathway. If this is the case, it will be outlined in their Behaviour Support Plan (BSP).