



## POSITIVE BEHAVIOUR POLICY

### GREAT CLACTON CHURCH OF ENGLAND JUNIOR SCHOOL



Faith Forgiveness Hope Integrity Love Respect

<b>APPROVED</b>	December 2019
<b>POLICY TO BE REVIEWED</b>	Autumn 2021



## Positive Behaviour Policy

Great Clacton Church of England Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning and ensures a positive contribution to the local community and wider society. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As a Church of England School, our behaviour policy is underpinned by our Core Christian Values: Faith, Forgiveness, Hope, Integrity, Love and Respect.

### **At Great Clacton we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

### **Purpose of the behaviour policy:**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just negative experiences which manifest in the behaviour that a child displays
- Encourage children to reflect on their behaviour and consider how they can approach things differently
- Recognise that all children are different, and we believe in a fully inclusive environment that meets the needs of each individual
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### **All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always support children who are struggling to regulate their behaviour
- Always redirect children by referring to our Core Christian Values
- Manage behaviour in line with the school's Vision, Ethos and Essex 'Step On' Training

### **The Head teacher and The Extended Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour



## Behaviour for Learning

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our policy is based on a therapeutic approach to behaviour as promoted by Essex Steps and the work of Paul Dix and his book 'When the adults change, everything changes'.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.



## Sanctions

### **Sanctions *should*:**

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### **Sanctions need to be in proportion to the action:**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

### **Adult Strategies to Develop Excellent Behaviour:**

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

### **Language around Behaviour:**

At Great Clacton, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

The use of Consequences – Protective and /or Educational. Great Clacton, adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies.

### **Protective Consequences:**

Required to protect the rights of others could include

- Increased staff ratio
- Change of timetable
- Arrangements to access outside space e.g. playground/field.
- Differentiated teaching space; library, Nurture space, Harry Potter Area
- Appropriate use of exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return)

As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice within the behaviour management plan. All protective consequences should run alongside educational consequences to support long-term behavioural change.

### **Educational Consequences:**

Required to motivate and support the pupil to behave differently next time. Could include

- Ensuring the child completes the task they have disrupted
- Rehearsing/modelling situations through intentional teaching of prosocial behaviour
- Ensuring the child assists with repairs where they have caused damage (when possible and practical)
- Intentionally provide educational opportunities for the child to learn about the impact of certain actions and behaviours
- Providing the child with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

### **Reflect, repair and restore**

The purpose of reflect, repair and restore is to re-visit the experience with the child when they are calm, relaxed and receptive to being reflective about the incident. The adult will re-visit the experience by retelling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;



- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Some examples of restoration questions within this discussion may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you help put this right?
- How can we make it OK for the next time something happens?

### **When faced with Challenging Behaviour**

Some behaviour exhibited can be more challenging. We use the Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g. "Stand next to me" "Put the toy on the table" "Walk beside me" - Limited choice e.g. "Put the pen on the table or in the box" "When we are inside, Lego or drawing" "Talk to me here or in the library"
- Disempowering the behaviour e.g. "You can listen from there" "Come and find me when you come back" "Come down in your own time"

### **Responding to Harmful/Dangerous Behaviour (taken from Safe Practice for Schools – Understanding and Supporting Behaviour, Autumn 2019):**

Most pupils do not display harmful behaviour. However, when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. An individual Risk Management Plan will be in place for children who display harmful behaviours. When faced with potentially harmful behaviour staff must use our de-escalating script. The pupil must be spoken to calmly, assertively and respectfully at all time.

1. Name (use the pupil's name)
2. I can see something has happened (acknowledge their right to their feelings)
3. I'm here to help (tell them why you are here)
4. Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)
5. Come with me and we can ... (give them an 'out' to withdraw from the situation)

Phrases in bold must not be deviated from and can be repeated. This will support both the child and the member of staff in what is possibly a stressful situation. During this period, the child should be given physical space and time to recover and respond to requests. Where de-escalation has not been possible, and difficult or harmful behaviour continues, they should be guided from the classroom to a place of safety with the assistance of another member of staff (if additional staff are not immediately available a walkie talkie can be used to request additional support). If this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. A member of staff must always remain with the pupil, but at a safe distance. At this point it is important not to raise the stress of the child further. Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

In these cases, a Risk Assessment (Appendix A) will be carried out and where appropriate a Risk Management Plan (Appendix B) will be put into place.



**Use of physical contact:**

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, this may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes)
- To direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the child, other persons or significant damage to property.

In all situations where, physical contact between staff and children takes place, staff must consider the following:

- The child’s age and level of understanding
- The child’s individual needs and history
- The location where the contact takes place (it should never take place in private without others present)

It should always be acknowledged that some children will not want to be touched and this should be respected.

All staff should report all behaviour incidents via CPOMS which is monitored by the HT and DHT.

**BEHAVIOUR PATHWAY**



- Reminder
- Warning
- Time Out
- Follow up/Reparative Conversation

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:*

- Sent to member of ELT/DHT/HT
- Parents phoned
- Parents called to school
- Exclusion



**Physical Attacks on Adults:**

At Great Clacton CofE Junior School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a ‘common sense’ approach to keep themselves and the child safe to manage the situation effectively. Staff can use ‘reasonable measures’ to protect themselves in accordance with our *Physical Intervention* and *Use of Reasonable Force Policy* and should call for support if needed.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

**Permanent Exclusion or Out of School Transfer:**

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss. Exclusion is an extreme step and will only be taken in cases where:

- Long term negative behaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.



- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

#### **Beyond the School Gate:**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

#### **Out of School Behaviour:**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Positive behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

#### **Sanctions and Disciplinary Action – Off-Site Behaviour:**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the behavioural incident
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the behavioural incident was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

#### **Application:**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. All of our staff are trained through Essex Steps and have completed the 'Step On' training. The HT and DHT have completed the Essex Steps Tutor Training.

Great Clacton Church of England Junior School  
Appendix A – Risk Assessment



Risk Assessment Calculator

Name		
DOB		
Date of Assessment		

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>1</b>	Foreseeable outcome is upset or disruption
<b>Probability</b>	
<b>4</b>	The risk of harm is persistent and constant
<b>3</b>	The risk of harm is more likely than not to occur again
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page*

Appendix B – Risk Management Plan

**Individual Risk Management Plan**

Name	DOB	Date	Review Date
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
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<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
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<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
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<b>Post incident recovery and debrief measures</b>
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**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

## Appendix C - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. Definitions

**Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

**'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

**'Reasonable in the circumstances'** means using no more force than is needed

**'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

**'Restraint'** means to hold back physically or to bring a pupil under control

#### 2. The Legal Position

##### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases, it may not be possible. Schools do not require parental consent to use force on a pupil.

#### 3. When can physical force be used?

##### **Schools can use reasonable force to:**

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- ☒ who disrupts a school event, trip or visit
- ☒ leaving the classroom where this would risk their safety or disrupt others
- ☒ from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

##### **Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form) in the bound and numbered book, which is locked in the filing cabinet in the HT office.

Appendix D – Our Core Christian Values

**Faith**

We have faith in ourselves, in our school and respect everyone's beliefs

**Forgiveness**

We let go of negative feelings and look for ways to make things better

**Hope**

We have high aspirations and are motivated to succeed

**Integrity**

We consider the impact of our actions on others to ensure that we do the right thing

**Love**

We are compassionate and kind to others

**Respect**

We respect others and celebrate difference