Behaviour Policy

Approved by
Education Committee

Last reviewed on
June 2022

Next review due
June 2025

RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE

This policy should be read in conjunction with our school rules, home-school agreement, safeguarding policy, child protection policy, exclusion policy, SEN(D) policy, Equality policy.

Promoting an aspirational school community

Aims:

As a school we strive to help nurture compassionate citizens who behave and contribute to society in what we call "pro social" ways. We don't believe that children are good, bad or naughty. We believe that behaviour is an expression of need. Our aim is that this positive behaviour policy allows our people and community develop positive relationships and prosocial behaviours that are related to our values. We aim to nurture enthusiastic, respectful, grateful people who have courage to take risks, know how to keep themselves safe and who act with integrity and empathy. We aim for everyone to be included so that everyone sees themselves as part of a happy learning community. Our approach teaches children how to become pro social citizens. The learning process is complicated and so this can take time. Our aim is that policy outlines the processes and procedures we have in place that help this learning take place. All of our behaviour work is based on our 5 core values. Our values are:

We have very high expectations of our school community's behaviour and hope to develop understanding of the impact of choices they make, whether pro or anti-social.

Pro social behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. By focussing on the relationships we have with children and the ones they have with each other, we aim to develop and nurture respectful and caring people, appropriate to the context. We aim that our school can empower children to be self-regulating and reflective about their contribution to the wider school.

We believe that all humans have feelings and needs: feelings arise when needs are met or not met. When anyone feels negative or having a bad day, it is more likely to lead to behaviour that is not considered pro social. As adults we have learnt to manage these feelings but even we sometimes act differently when we feel "not at our best". Children have not yet learnt how to do this so when they feel negative, their behaviour reflects this. The alternative is what we aim to promote. When children feel positive their behaviour so too becomes positive or pro social. To support all our children in understanding how to develop pro social behaviours we employ a "therapeutic"[1] approach. The basis of this approach is that positive experiences lead to positive feelings which result in positive behaviours – finding time to analyse and not moralise what has happened, and identifying the needs that are not being met in order minimise, as best we can, future occurrences. We do this in the understanding that change takes time and lives are complicated so finding a solution quickly is not always possible. Supporting an individual to change their default response can take time and investment - we invest in all of our children.

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[1] Therapeutic behaviour management is an approach which rests on the principle that behaviour is as a result of needs being met or not met. If needs are met this creates positive experiences, which creates positive feelings and as a result positive behaviours are pro social. The counter is also true that if an individual has a negative experience, this will create negative emotions and the resulting behaviour will be negative (anti-social). Maximising the positive is the founding principle of a therapeutic approach. It should also be noted that a therapeutic approach is not a "soft touch" approach to behaviour management – instead it promotes the positive relationships needed to help support the behaviour of all and more.

School Expectations:

The University of Cambridge Primary School will encourage class communities to have agency about the learning culture they want to be in, underpinned by our 'Five Golden Agreements'[2]. At the beginning of each academic year, circle groups will discuss these and make adjustments and changes to reflect the voice of the children and other members of our school community. In this discussion, moments when adult intervention is necessary will be outlined. In teaching children how to behave pro socially it is appropriate that some situations be resolved by the children themselves. If children do not have the opportunity to solve their own conflict then children will never be able to develop the self-regulation to do it. People in school, working with children, will always make a decision with the best intentions about whether a solution can be found by the children or whether adult intervention is needed.

When adult intervention is needed, the adults will not distribute punitive measures aimed to humiliate. All children involved will be given equal time to share how they feel and explain what happened. Adults will then summarise what they have heard and begin to discuss parts of the story that are disputed. The discussion will always refer back to the golden agreements.

The agreements are designed to focus on positive action (e.g be respectful) rather than what children should not do (do not run). The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school we recognise that all children are individuals with specific needs. These needs may not always be visible and can be emotional, social or psychological. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. Being fair is not the same as equality. In certain circumstances what one child needs to support them is different from another and so we employ a principle of *equity* which allows for the flexibility needed to ensure all children are supported in their behavioural needs and that we will make adjustments for when children need specific support in their behaviour. We also understand that what is deemed fair by a child may not truly be fair overall. For example, considering the neurodiversity within our community or a child who has experienced trauma we understand that these children will respond differently to others – this needs to be considered when managing behaviour. We will always work toward supporting all children in behaving pro socially.

Golden Agreements:

1. Be kind, helpful and gentle: think of others

2. Be respectful: listen and act respectfully, use good manners

3. Be honest and responsible: think before you act, tell the truth

4. Be safe: care for people and property

5. Be courageous: Learn Brilliantly! Be surprised by what you can

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2 (1) Empathy (2) Respect/gratitude (3) Trust/honesty/responsibility (4) Staying safe (5) Courage

Our community's responsibilities:

- We are all responsible for 'facilitating the learning of all children':
    - To provide a safe and happy environment for learning.
    - To provide a challenging and engaging curriculum.
    - To ensure we value and celebrate children's learning and behaviour.
    - To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently – applying the principle of equity.
- We will communicate with each other (learning coaches, teacher, SLT, parent, child) to help support children's learning and behavioural needs.
- We will actively teach children to make positive choices.
- We will give all children the chance of a new start throughout the day and everyday.
- We will celebrate success.
- We will maintain, support and promote the high expectations we have of children's behaviour and learning.
- We will make time to listen to children.
- We will use language that supports positive behaviour (choices) rather than judgemental language (naughty child).
- We will make detailed records of incidences to facilitate communication between colleagues and to support our monitoring so that no child is missed

Habits of Mind

Alongside our Golden Agreements, each class will have a code of conduct, following a discussion together about what constitutes a safe, friendly and happy classroom and school environment. The class code of conduct should be proudly displayed in each classroom.

Each circle meeting group should discuss the golden agreements and bring suggestions to improve how we develop and promote positive behaviour. This could include:

• Promotion of pro social behaviour, self-discipline and respect

• Friendship, kindness and non-isolation

• Positive approaches to challenging oneself in all aspects of learning

• Taking care of property and respecting the learning environment

• Informing adults of any behaviours that are disrespectful or unsafe

Logistical Management of Behaviour and Process of Escalation

Children who are displaying our golden agreements consistently or who have showed a real change in their attitude or response to learning tasks should be acknowledged. We encourage children and adults to notice such consistency or changes and are recognised by the foot print process below.

Our school is a large, busy place and sometimes children, just like adults in real life, annoy one another and disagreements can sometimes occur. When this happens we need to be able to distinguish between different types of action.

Behaviour can be:

Rude: when something happens that is not desirable and no apology is offered or given.

What we do: when a circumstance like this is brought to our attention, we discuss with those involved and discuss how all parties feel. Our key questions we use is "how can we make this situation better?" Often an apology is enough for children in this situation to move on, forgive and forget. Parents will not be informed in these situations as children have the right to have a disagreement and for it to be solved before home time. We work on the principle that every day is a new day and that past behaviour is not used or held against any child.

Mean: when something happens that is not desirable on more than one occasion, no apology is offered.

What we do: when a circumstance like this is brought to our attention, we discuss with those involved and discuss how all parties feel. We highlight that the repeated nature is hurtful. Our key questions we use is "how can we make this situation better?" We coach children in thinking of ways to make this situation better in a restorative justice approach. Past examples have been writing letters of apology, writing rules for the game that both children agree upon. Parents of those involved in repeated instances will be informed and the agreed restorative action will be communicated. We work on the principle that every day is a new day and that past behaviour is not used or held against any child.

Rough play: rough play is not mean or bullying. Rough play is play that has got out of hand and children involved will need support and teaching how to play more appropriately.

What we do: Children involved will be spoken with and expectations managed. Often children want to see punishments given in order to feel that justice has been served. Our approach supports children in seeing situations for what they are and what is proportionate in response. Parents will not be informed of one incident of rough play – unless there is injury (in this case we follow our first aid policy). If rough play persists, we will then inform parents and ask for their support in communicating the same message at home. We work on the principle that every day is a new day and that past behaviour is not used or held against any child.

Bullying: is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally (NSPCC)

What we do: Children involved will be spoken with and parents of all parties will be informed. The historical information will be gathered so that a full picture is created. Children involved will be spoken to both separately and together (resolution circle/conferences facilitated by adults). The impact the bullying has had will be explored and addressed. Punitive measures do not work when managing bullying. This is not to say that the bully will not understand the consequences. They will be active in restoring the situation and take ownership of their actions and how what they did was hurtful and must stop. Taking responsibility for actions and consequences is more effective in minimising repeated occurrences. Bullying logs are written and kept by the Headteacher.

Golden Process

Restart: by discussing with Dr Biddulph, Mr Smith, Mr Hayward or Mr Rolls

Reflect: you need to go to another class to think about what happened.

A new chance: you can make a difference each day and each moment...back to green

Remind: we will remind you about our Golden Agreements and explain what we expect from you.

1. Be Kind
2. Be respectful
3. Be honest and responsible
4. Be safe
5. Be courageous

Gold: a very special celebration with Dr Biddulph, Mr Smith, Mr Hayward or Mr Rolls. Very hard to get these!

Silver: the second celebration with your friends in another class

Bronze: the first celebration with your friends in class

Therapeutically, there are two types of anti-social behaviour: difficult and dangerous. Both of these types of behaviours are managed most effectively when managed consistently by all. Following this policy will ensure all adults supporting children's difficult behaviour will do the same, always. Difficult behaviour is wide ranging and incorporates all low level disruption to more "serious" incidents. These do not include incidents which results in significant harm to themselves, others or significant damage to property. Behaviour that result in the above is referred to as dangerous.

Dangerous Behaviour

We do not accept violent behaviour in our school. When a child is in crisis and as a result becomes dangerous, steps will be taken to:

- Reduce the risk of danger for the other children in school - this could mean using intervention to remove the child in crisis or removing the other children from the area.

- Understand what it was that caused the child to go in to crisis once the crisis has be de-escalated – a child in crisis cannot cognitively process the how and the why.

- Find ways through to effectively and quickly manage a child's behaviour to minimise the likelihood of repeated crisis – this may require a fixed term exclusion in order for school to create a safety plan.

In times of crisis, all staff will respond with a consistent approach as laid out in the therapeutic behaviour training staff have received. SLT will be informed and become involved. Both sets of parents (child in crisis and other children involved) will be contacted and informed. SLT will refer to the exclusion policy as necessary.

Difficult behaviour

Behaviour that is not dangerous but is still anti-social is difficult. Low level, difficult behaviour is managed by following the golden process (above footstep model). All staff will follow this; difficult behaviour is best managed by clear and consistent communication, which build on the relationships formed between the adults and children in school.

Difficult behaviours can however escalate and develop in to a crisis. If staff sense an escalation in difficult behaviour staff will use the PACE approach in order to minimise and de-escalate a possible crisis.

P: playful engagement to distract and re-direct attention for the escalating child
A: accepting the behaviour and not escalating further
C: curiously enquire what is was that made the child feel that way so caused them distress/anxiety
E: empathise with the child and support them to empathise about the impact of their behaviour

Incident / Concern Forms

Details of all behaviour incidents should be recorded on an Incident / Concern form and copied to the class teacher, support staff and Headteacher. All staff and trainee staff should use incident forms to record any events related to higher level, difficult behaviour.

Monitoring

All Incident / Concern forms are collated and a behaviour report run, at least annually. SLT will inform class teachers of children who are showing a pattern of difficult behaviours based on the data analysis.

Bullying / racial / homophobic harassment

All incidents of bullying and harassment must be and will be taken seriously. An incident form should be completed including actions taken. Wherever appropriate, parents should be informed. Detailed confidential records are kept by the Headteacher of all incidents. Incidents of prejudice related incidents (racism, LBGT+ phobic) will also be recorded on the PRIDE database (prejudice related incident data entry database). Please also see Anti- Bullying policies.

Exclusions

We hope to support all children to learn how to work and learn in our school community. However, there may be times when after all other attempts, a period of exclusion is necessary. This decision will be taken only by the Headteacher with reference to the Exclusion policy.

Language

We will strive to use language that does not judge but seeks to identify the behaviours that are pro or anti-social. We model and explain to children how their behaviours and actions result in pro or anti-social outcomes, supporting the children to make more informed well thought out choices to meet our Golden Agreements and virtues. This is based on Non-Violent Communication techniques (talking about children's behaviour, its impact on the feelings and needs of others and not on describing children as naughty or bad).

Outside class

Our positive behaviour management principles will continue outside class, inclusive of playground, club or other out of class contexts. All adults supervising these areas will have had training in how to use therapeutic behaviour management and have attended additional behaviour management workshops throughout the year.

All outside/external providers will also be expected and trained to follow the therapeutic approach outlined in this policy and will follow the golden process.

In order to promote self-regulation and child leadership, peer mediation will be used during break and lunch times. Peer mediators are trained children who will support peers in minor disputes. The peer mediators are also trained and aware of when to refer to adults on duty for additional support. Peer mediators do not manage behaviour. The peer mediators will have duty on a rolling rota so they too will still be able to enjoy their free time at break and lunch times.

When on duty, adults will circulate the outside areas in order to maximise vigilance and reduce the possibility of "blind spots".

When instances of behaviour that warrants adult intervention occur, the supervising adult will complete a Behaviour Incident Record (see overleaf). This is handed to the senior member of staff for the children involved and a log kept by the Headteacher. Action and consequences as a result of the incident will follow systems and processes outlined in this policy.

Appendix 1

Behaviour Incident Record

Child/ren Responsible
Pupil's name: Class:
Time: Staff member:
o First aid required (refer to first aid book)
o CP issue (refer to CP Green Form)

Children involved

Behaviours	
o Play fighting	o Racism
o Property damage	o Defiance/rudeness
o Inappropriate behaviour	o Excluding/ignoring
o Throwing objects	o Absconding
o Swearing	o Unsafe behaviour
o Name calling	o Teasing
o Violence ○ provoked unprovoked ○	o Homophobic abuse

Brief summary of event
Who, what, when, where and why.

Possible motivation. Any other issues.

Consequences, if any?

Staff signature: Date:

Please ensure a photocopy is given to the Phase Leader & Headmaster. Original to class teacher

Phase Leader Involvement   Date:

Details

Plan of Action/Next Steps

Parental telephone conversation	
Parent of……………………………………..	Parent of …………………………………….

Evaluate/Consequences

Name………………………………………………………………   Class Teacher informed: Yes/No
                                                                Recorded online Yes/No

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Appendix 2 – procedure for responding to a missing child/child who has run away.

The purpose of this appendix is to support our people in locating any missing child quickly and provide guidance on how to minimise risk and respond accordingly to any child who goes missing throughout the school day. To mitigate running off site school is protected by locked gates, security entry system. As part of the curriculum children are taught how to keep themselves safe; dangers of traffic and stranger awareness. Children are taught they are not allowed to leave the school site unless supervised. However, from some children with additional needs leaving school site is a response to distress or symptomatic of crisis.

Missing Definition:

When a child's whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another.

The following procedure should be followed a practically as possible, although teachers and senior leaders must and will make professional judgements in the unpredictable climate of such an event.

Is the child at significant risk?

A child missing during schools hours incident would be prioritised as significant risk' where the risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability.

Vulnerability characteristics may include;
· Children on a plan (Early Help, Child in Need, Looked After or Child Protection Plan)
· A disability and/or special educational needs
· Substance misuse
· Education health care plan

The risk posed is immediate and there are substantial grounds for believing that the public is in danger. · There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.) Other contributory factors should be taken into consideration when determining if the child is at significant risk, for example;

Have there been past concerns about this child and family which together with the sudden disappearance are worrying?
· Is there any known history of drug or alcohol dependency within the family?
· Is there any known history of domestic violence?
· Is there concern about the parent/carer's ability to protect the child from harm?
· Is this very sudden and unexpected behaviour?
· Have there been any past concerns about the child associating with significantly older young people or adults?
· Was there any significant incident prior to the child's unexplained absence?
· Has the child been a victim of bullying?
· Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?
· Was the child noted to be depressed prior to the child's unexplained absence?
· Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?

Procedure:
Once a child is identified as missing by any member of school staff, the Designated Safeguarding Lead will be informed.

· Our people will use professional judgement and risk asses the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the Police.

· Timeliness should be on a case by case basis.

· Designated Safeguarding Lead should, together with the class teacher, assess the child's vulnerability. School staff will try to locate the child and try to establish the whereabouts of them.

· School staff will contact home and try to contact the child via their mobile telephone if known.

Notifying the Police

The information required by the Police to assist in locating and returning the child to a safe environment is as follows:

· The child's name/s; date of birth; status (for example looked after child);

· responsible authority;

· Where and when they went missing;

· Previous missing episodes and where they went;

· Who, if anyone, they went missing with;

· What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.

· Description and recent photo;

· Medical history, if relevant;

· Time and location last seen;

· Circumstances or events around going missing with relevant safeguarding information;

· Details of family, friends and associates:

· Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

Option 1 – if the child returns before the police have arrived then the Police must be informed and own school procedures need to be followed. After event, a serious incident report will be completed.

Option 2 - if the child returns to school of their own volition, then the Police must be informed and own school procedures need to be followed. After event, a serious incident report will be completed

Option 3 - if the police locate the child and bring them back to the school the Police will conduct the safe and well interview and the school will follow School procedure. Where a child has a known risk of being missing, a risk assessment for the child will be written and put in to place. After event, a serious incident report will be completed

Other policies will be referred to in response to events, including the "exclusion policy".