



# Behaviour Policy

Adoption by Governing Body

..... (Signature of Chair of Governors)

.....September 2019..... (Date)

To Be Revised .....September 2020.....(Date)



# Squirrels Heath Junior School Behaviour Policy

## Introduction

At Squirrels Heath Junior School we believe that positive behaviour is crucial to a child's social, emotional and academic development. Desirable behaviour is more likely to be achieved when there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a safe, secure and positive environment. The implementation of this policy is the collective responsibility of the whole staff, working in partnership with pupils and parents.

## Aims of the Policy

- To ensure that all members of the school community are treated with fairness and consistency;
- To offer clear guidelines and secure, safe conditions in which effective learning can take place;
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To support the development of self-esteem, self-respect and self-discipline;
- To ensure that appropriate behaviour is encouraged and recognised.

## Rights and responsibilities of pupils

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. We work hard to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment	To be cooperative and considerate To complete their work on time
To have appropriate access to the school's facilities and resources	To share resources To use resources safely and appropriately
To have appropriate access to the teacher's time	To be respectful and cooperative and to act upon the advice given
To work and play within a safe environment	To act in a safe and responsible manner so that others are not endangered
To express views and opinions	To be courteous and speak at appropriate times
To understand the school rules and why we need to have them. To feel valued and treated in a fair manner	To follow school rules, to acknowledge when they have broken them and accept the consequences for their inappropriate behaviour

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. We teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Establishing a calm and well-ordered learning environment is conducive to good behaviour and good learning. All children should be treated sensitively; criticism should never damage self-esteem, it should focus on the behaviour rather than on the individual child.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment.

## **Promotion of self-esteem and personal and social skills**

Personal and social skill are embedded in every aspect of school life. In addition, each class has a timetabled PSHCE lesson each week where teachers and pupils may discuss issues related to personal, social or emotional development.

Pupils also have access to a Learning Mentor who supports pupils with behavioural, emotional or social issues. Pupils may be referred to the Learning Mentor for support by their class teacher or a member of the senior leadership team. Pupils may also request a meeting with the Learning Mentor by posting a note in the Worry Box located outside the Learning Mentor's office.

## **Our School Rules and Core Values**

We have an agreed set of School Rules and Core Values which help us to work together to ensure Squirrels Heath Junior School is a happy and safe environment where all pupils can achieve their potential.

### **Core Values**

Respect, Courage, Passion, Growth and Togetherness

### **School Rules**

To be kind, helpful and polite  
To listen to others, remembering to be courteous and respectful  
To try our best at all times  
To be honest and take responsibility for our actions  
To look after property and treat it with care

Pupils are reminded of the Core Values in assembly as well as in class. Each half term, we look at one core value in detail. All pupils have a Core Values card. Each time they demonstrate a core value, it is recorded on their individual card. When pupils have demonstrated a core value three times, they are given a sticker for their Core Values card.

At the beginning of each academic year, pupils will explore the meaning and reason for each of the school rules. The school rules are displayed around the school.

## **Rewards**

Children who follow our school rules and behave appropriately will be rewarded. Giving rewards and verbal praise to children enforces and encourages positive behaviour and builds a strong feeling of value and self-worth. Rewards are given for, amongst other things, characteristics of thoughtfulness, helpfulness and kindness as well as good effort and achievement and readiness to learn. We have whole school systems in place to reward children which include:

- House Points;
- Gold Certificates and Badges
- Core Value Stickers;
- Bronze stickers, Silver postcards or phone calls to parents to share good news;
- Attendance and punctuality rewards.
- Being sent to another member of staff for praise and recognition.

House Points will be calculated on a weekly basis and the winner announced in Celebration Assembly each week. At the end of each half term, the house with the highest number of points will be rewarded with a non-uniform day.

## **Unacceptable behaviour**

At times, children will display inappropriate behaviour. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour is not acceptable.

Disruption will be dealt with calmly and quickly using the following hierarchy of consequences:

- Given a warning that behaviour is inappropriate;
- To work away from other pupils in class;
- Sent to another class for the remainder of the lesson;
- Sent to a member of the SLT to discuss behaviour and parents contacted.

## **Lunchtime Arrangements**

To achieve a consistent approach, all Midday Supervisors receive behaviour management training. Middays are encouraged to reward children for good lunchtime behaviour using praise or stickers. They are also encouraged to share good news with class teachers so that this information can be passed onto parents.

Incidents of inappropriate behaviour that occur during lunch time are recorded in the incident book. SLT monitor the incident book and are responsible for dealing with children involved in serious misdemeanours. This may involve informing parents, withdrawal of privileges or lunchtime detention.

## Links with Parents

At Squirrels Heath we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school.

Parents receive this information through:

- Our Home/School Agreement and School Brochure;
- Newsletters;
- Awards which are sent home;
- Parent Consultation and information evenings;
- Termly and End of Year Reports
- Policies;
- Discussions with the Head Teacher, Deputy Head and/or staff.

Parents must report any concerns about the behaviour of another child or parent immediately to a member of staff and should not approach another child or parent either in the school grounds or outside school in an attempt to discuss the circumstances of an incident that has taken place in school. This includes the use of social networking sites.

## Supporting Children with Behaviour Difficulties

Some children, including those with SEN who have specific needs relating to behaviour, may find it difficult to follow the school rules. Individual strategies therefore need to be implemented to support them. This may include the use of clear targets with specific rewards and consequences. Outside agencies such as Child and Family Consultation Service, the Behavioural Support Team or the Educational Psychologist may be consulted to seek further support or advice. Parents will be consulted and involved in the process. It may be appropriate to complete an Early Help referral or a Pastoral Support Plan if the child is at risk of exclusion. This will be carried out by the Head Teacher / SENCO.

## Use of Physical Intervention.

On very rare occasions a child may need to be restrained. Physical intervention should only be used in extreme circumstances by trained staff to prevent a child from harming themselves or another pupil/member of staff. However, the school recognises that there may be occasions where an untrained member of staff has no option but to physically intervene. Staff should take steps to avoid the need for physical intervention including moving other pupils to a place of safety and should use only the minimum force necessary to achieve the desired results. **Physical intervention should only be undertaken as a very last resort and only where there is a real risk of injury.**

A list of all trained staff is available in the school office and staffroom. If a child has to be physically restrained this must be reported to the Head Teacher immediately and the incident must be logged in the restraint book. This book is bound and has numbered pages. It is kept in a secure area in the school office. Reported incidents must be written in by hand. Parents must be contacted if a child has been restrained.

## Exclusion

The ultimate sanction that may be used is exclusion, whether fixed term or permanent. At Squirrels Heath Juniors, we believe that education is about inclusion. However, we interpret inclusion as pupils' right to

learn and a teacher's right to teach in a safe environment. If these areas are severely challenged by one individual, then that child will be excluded from school. There are two routes to exclusion:

- Persistent inappropriate behaviour which has not responded to the use of Rewards or Sanctions, despite help from outside agencies and the setting up of an Individual Behaviour Plan or Pastoral Support Plan;
- An act of violence or aggression that threatens the health and safety of staff or pupils.

All exclusions are logged and reported to the Governing Body.

### **Procedures for review and evaluation**

Our behaviour policy is a living policy. It is monitored, reviewed and evaluated annually.

Last reviewed – July 2018

Appendix :

1. De-escalation strategies
2. Copy of pastoral support plan

## **Appendix 2**

### **Pastoral Support Plan**

#### **What is a Pastoral Support Plan?**

Pastoral Support Plans (PSPs) are designed to support young people who are at risk of permanent exclusion or young people who are at risk of becoming disaffected through repeated fixed-term exclusions and are disengaged from learning.

The PSP is a school-based, young person centred approach to address the inclusion of young people with challenging behaviour from a range of perspectives. Targets are set for both the young person and for the range of agencies possibly involved with the young person. A PSP is time limited, has smart targets with practical strategies, and is owned by the school and overseen by a key member of staff (e.g. SENCO / SMT). The PSP must follow a standard format which involves minimum administration, and is agreed with parents and carers where possible. The key to this process is the regular review of the PSP that enables close monitoring of the young person within the school environment.

#### **When to use a PSP**

A Pastoral Support Programme is one aspect of a continuum of provision that the school can provide for pupils' with Behavioural, Emotional and Social Difficulties (BESD).

In order to ensure PSPs are most effective for the young person and manageable for the school, it is recommended that a range of other interventions prior to the use of a PSP. Examples of interventions are extra support in the classroom, intervention via a learning mentor, social skills groups, EP assessment etc.

If a young person is returning from exclusion it is recommended that a PSP is proposed prior to return to school in order for it to be used as part of the reintegration process for the young person and parents.

The DfE recommends that, where possible, a young person will have their behaviour targets within an IEP format. However if an IEP is not sufficient enough to ensure the inclusion of a pupil, and a PSP is required, this will supersede the IEP for the period of the Pastoral Support Programme.

The IEP can be reviewed during the PSP process to ensure that learning needs do not impede behaviour, although behaviour targets may supersede academic targets, and this is time limited. The aim of a PSP is to re-focus the young person to help them get back on track.

## **Review Process**

The review process should take place every three to four weeks, to allow for immediate changes and developments to PSP targets in order to ensure focussed support for the young person. These reviews should ideally include all multi-agency partners involved in the original PSP, although if this is not possible each review must take into account the view of young person and parent / carer. Unless clear progress can be evidenced, it is not anticipated that a PSP would extend beyond 4 reviews.

Alongside other professionals, the school needs to take into consideration the impact of interventions. Where limited or no impact has been achieved through the PSP, further discussion needs can take place with the SENDCo.

## **1. Pastoral Support Programme Pro-forma**

This pro-forma should be used when a meeting is called to draw up a Pastoral Support Plan (PSP).

It is suggested that the meeting should follow these three steps:

**Step 1** All professionals are to share information when considering all possible options for the pupil and available support both within and outside of the school, including current strategies used.

**Step 2** To seek agreement with parent and student.

**Step 3**

To collaboratively draw up a programme that identifies the targets to be achieved, and to put in to place support in order to achieve the targets

<b>Pastoral Support Plan</b>			
<b>Pupil Name</b>		<b>Date of Birth</b>	
<b>Date of Meeting</b>		<b>Year Group</b>	
<b>SEN Stage</b>			
<b>Assessment Data</b>			

**Section One****Agencies / Individuals involved in the PSP**

Who is responsible for writing and overseeing the PSP?

<b>Attendance</b>	<b>Agency / Involvement</b>	<b>Past / Current</b>	<b>Notes</b>
	Young Person		
	Parents / Carers		
	Class / Form Tutor		
	Learning Mentor/ HSSW		
	Teaching Assistant		
	Educational Psychologist		
	Social Worker		
	CAMHS		
	Attendance Officer		
	Attendance and Behaviour		



	TAMHS		
	Head teacher		

**Section Two**

<b>Summary of student's strengths and interests</b>

<b>Summary of behaviour concerns</b>

### Existing Strategies and Support

Intervention	Who supported	Outcome

### Summary of Parent views

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### Summary of Pupil views

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### Summary of External Agency involvement

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### Targets, Strategies & Support

#### Targets should:

- Be small steps towards longer term goals
- Consider both BESD and academic steps to success
- Reflect the views from Section 2, including the young person, parents / carers
- Be clearly achievable, understood and agreed by the pupil

#### Strategies should:

- Clearly describe and define the outcomes

- Be attainable
- Include monitoring systems and identified members of staff to support the student

<b>Pupil Name:</b>			
<b>Target (SMART)</b>	<b>What has the pupil already achieved?</b>	<b>Strategies to support pupil to achieve new target</b>	<b>Resources (including who supports/ how often)</b>

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**Actions for agencies to support the Pastoral Support Programme**

<b>Pupil Name:</b>	
<b>Agency (named person)</b>	<b>Agreed Actions</b>
<b>Teacher</b>	
<b>Parents / Carers</b>	
<b>School Staff</b>	
<b>External Agency</b>	
<b>External Agency</b>	

**PSP Co-ordinator:**

I understand and agree to this Pastoral Support Programme

Pupil: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Dates and times of reviews (to be at three / four weekly intervals)

1                                      2                                      3                                      4

### Pastoral Support Programme Review Sheet

This form should be used when a meeting is called to review a Pastoral Support Plan. The review of targets is based on evidence with a focus on what the pupil has achieved.

<b>Pupil Name:</b>		<b>Date of Birth:</b>	
<b>Date of meeting:</b>		<b>Review No:</b>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>

Invited	Agency / Involvement	Evidence of progress made	What has supported this progress?
	Parents		
	Young Person		
	Head Teacher		
	Class Teacher		
	SENDCo		

### Target Review

Consider pupil progress towards each target on a scale of 0 to 10 (10 = target fully met)

Target	Number to indicate extent to which target is met	Evidence of progress made	What has supported this progress?

Barriers / What can be done differently?			

New or adapted pupil targets		
Target (SMART)	Strategies to support pupil to achieve target	Resources (incl. who supports / how often)

New or adapted staff targets		
Agency / Staff member	Target	Strategies


The following questions are suggestions that may be addressed in the Pastoral Support Plan.

- Can you describe in detail the behaviours that are causing you concern?
- What usually happens before these behaviours occur?
- Do the behaviours usually occur at certain points during the day? (such as transitions, less structured activities, paired or group work)
- Do you think the child is aware of the inappropriateness of their behaviour?
- What is the relation like between the student and teaching staff? Has harm been caused/has the relationship broken down?
- Which (if any) other agencies are involved with the child / family?
- How do the other children in the class react to the child's behaviour?
- What happens for the child as a result of the behaviour?
- What kind of reward systems do you use in your class / school? Is it working?
- Does the child have their own tailored reward system?
- Is the behaviour a way of avoiding the curriculum?
- What are the child's current attainment levels? Is the child struggling with the work?
- Which rewards have you found successful for the child in the past?
- How does the child behave at home? How is communication with parents / carers?
- Does the child behave differently with different members of staff?
- Does the child have any language / social communication difficulties? Has this been considered / looked at?
- Do you consider the child to have low self-esteem? Is there clowning / class joker behaviour as a way of gaining peer approval?
- Has the child had access to any social skills group etc.?

- Has the child been taught any direct strategies for managing their anger?
- What is it about this child's behaviour that worries you the most?
- Have there been any fixed term exclusions? If yes, what led to these? Any common links?
- Is the child's behaviour different with other teachers?
- Does the child have an allocated Key Worker in school?
- Does the child present any form of language difficulties / delay / limited vocabulary? Has this been screened / assessed?
- What are the child's peer relationships like?
- What do we know about how the child functions within the family?
- Are there other agencies involved with the family / child, or have there ever been?
- How's is the child's behaviour currently managed?
- What has worked / not worked?
- What are the child's strengths?

## **Questions to support the PSP Meetings.**

### **Questions for staff/s**

- Describe the things the student does well in school
- What are the strengths / skills the pupil applies in other areas?
- What specific behaviours are shown regularly by the student to cause concern?
- Any other comments you may wish to make

### **Questions for Parent/s**

- What do you think are your child's best qualities?
- What sorts of things worry you about your child?
- When did you first notice difficulties with your child's behaviour?
- How does your child behave at home?
- What do you think we can do to help your child be more successful in school?
- Is there anything that you would like to inform us about that would help support your child both in and out of school?

### **Questions for pupil/s** what things do you enjoy doing at school?

- What things do you find difficult in school?
- What would make school better for you?
- What do you enjoy doing when you are not at school?
- How would you describe yourself? (Personality/Strengths/Abilities)
- Guide on Facilitating PSP Meetings

## **A Guide on Facilitating PSP Meetings**

### **PSP Meeting Agenda**

- Welcome
- Purpose and aims of the meeting
- Introductions and apologies
- What the student does well (Class teacher, Head of Year/House or form tutor)
- Discussion of staff questionnaires (SENCO)
- Summary of behaviour log (Class teacher, Head of Year/House or form tutor)



- Parent/s comments
- Student comments (Their view should be given if they are not attending)
- Contributions from other professionals
- Summary and target setting
- Strategies to support targets including rewards.
- Monitoring and review arrangements
- Dates of next meeting/s – weekly session, interim review, final review.

### **First PSP Review Meeting**

- Welcome
- Purpose and aims of the meeting
- Introductions and apologies
- What the student has been doing well (Class teacher, Head of Year/House or form tutor)
- Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
- Parent/s comments
- Student comments (Their view should be given if they are not attending)
- Contributions from other professionals
- Summary of progress to date
- Review of targets and strategies to date, any additional actions
- Monitoring and date for next review

### **Final PSP Meeting Agenda**

- Welcome
- Purpose and aims of the meeting
- Introductions and apologies
- What the student has been doing well (Class teacher, Head of Year/House or form tutor)
- Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
- Parent/s comments
- Student comments (Their view should be given if they are not attending)
- Contributions from other professionals
- Summary of progress
- Review of targets and strategies
- Next steps – Continue with Psp or end the plan

## De-escalation Strategies

Dealing with Challenging behaviour can be difficult. Clear procedures together with effective responses will increase the chances of achieving the desired outcome.

When faced with challenging behaviour:

- Be aware of your body posture. Keep arms open rather than folded or on hips.
- Allow enough space between you and the other person
- Use appropriate eye contact
- Lower your voice and keep your tone even
- Appear calm and confident
- Maintain a neutral facial expression
- Use words that the other person is likely to understand
- Use distractors or diversion to get the other person to calm down
- Encourage simple compliance (eg. sitting)
- Acknowledge the other person's feelings
- Offer a choice of acceptable actions

Things to avoid:

- Making threats you cannot carry through
- Being defensive or taking comments personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you.
- Using humour unless you are sure it will help and you have a very good relationship with the other person.
- Using sarcasm or humiliating the other person