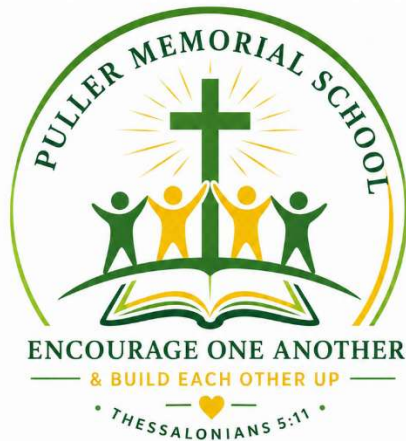




# Puller Memorial School

## Behaviour and Anti -bullying

## Policy

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## **Governors' Behaviour Statement**

### **PRINCIPLES**

There are two basic principles upon which our behaviour policy is based:

- We believe it is our duty to promote and encourage positive behaviour and not just to react to that which is unacceptable
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour that is unacceptable not the child.

### **AIMS**

At Puller Memorial we endeavour to:

- create a calm, ordered and inspirational learning environment where everyone is respectful, responsible and makes the right choices;
- foster positive caring attitudes towards everyone in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- develop pride in the school, in work, in effort as well as achievement;
- support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;
- promote independence and high levels of challenge and achievement for all in order to develop the necessary skills for a successful fulfilling life;
- foster and develop positive personal and social relationships, particularly, in preparation for the future and adult life;
- promote an environment where we help our children to self-regulate and to learn that they are responsible for their own behaviour;
- promote respect for difference and equality of treatment and equal access to educational opportunity within the school community;
- ensure that appropriate behaviour is encouraged and recognised;
- apply a consistent approach to behaviour throughout the school, in partnership with parents and carers, other stakeholders and professionals;
- ensure that parents/ carers are kept informed about their child's behaviour in a consistent manner; make boundaries of acceptable behaviour clear and ensure that appropriate behaviour is encouraged and recognised;

### **British Values**

These values are embedded in this policy:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect;
- Tolerance of those of different faiths and beliefs.

## Introduction

At Puller Memorial we take a positive and proactive approach to behaviour management. Our purpose, through a Christian ethos is to empower confident, creative, independent learners to become responsible, caring inspirational members of society. All stakeholders follow our school mission, 'To encourage one another and build each other up.' 1 Thessalonians, Chapter 5 verse 11. We prioritise the positive experiences and feelings of everyone within the school community. We believe that positive behaviour is essential for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair. We actively teach positive behaviours. We believe that high self-esteem promotes positive behaviour, effective learning and positive relationships. These arise from positive experiences and feelings, emphasising potential, rewarding success and giving praise for effort and achievement.

Our policy is grounded in therapeutic approaches to behaviour management. Our staff members have been trained in Hertfordshire Therapeutic Thinking (annual refreshers). Therapeutic Thinking defines therapeutic as, 'An approach to behaviour that prioritises the positive experiences and feelings of everyone in the dynamic.'

There are two basic principles upon which our behaviour policy is based:

- We believe it is our duty to prioritise, promote and encourage positive experiences and feelings and not just react to that which is unacceptable.
- We believe that when a child demonstrates negative behaviour, it is their behaviour which is unacceptable **not** the child.

## AIM

Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in behaviour, including learning behaviours. Children have a right to learn and teachers have a right to teach. We aim for children to develop positive and positive behaviours through:

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries
- Relationship and health education (Jigsaw RSHE)
- intervention programmes if appropriate

At Puller Memorial Primary School we base our approach on the fact that:

**'Equality does not mean giving every child the same....it means giving every child what they need'**  
**Therapeutic Thinking**

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Therapeutic Thinking is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

## Rationale

At Puller Memorial Primary Schools, it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritually, morally, socially and culturally. Within our school community, we aim:

- to be welcoming and inclusive;
- to create a firm and consistent approach throughout the school;
- to maintain, encourage and promote positive behaviour, self-discipline and respect;
- to encourage independence and personal confidence;
- to uphold our Christian values;
- to encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- to support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour and
- to develop pride in the school; in work; in effort; as well as achievement.

## Rules

Everyone at Puller Memorial has a part to play in the promotion of high standards of behaviour. It is important that our five word rules (Appendix 1) are reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

### Promoting Positive Behaviour:

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- teaching right from wrong, honesty and respect for others;
- encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour;
- praising positive behaviour;
- using positive phrasing and reminding;
- providing pupils with positive experiences that will create positive feelings and therefore positive behaviour;
- being good role models through patterning and copying;
- using scripts, repetition and structure;
- using consistent, clear and agreed boundaries;
- providing comfort and forgiveness and
- the school adopting a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes.

**"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." - Pam Leo**

## **Right and Responsibilities:**

At Puller Memorial our values are demonstrated through each and every member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- building positive relationships with all pupils;
- respecting the dignity of each person; their individuality, their feelings and their role in the school;
- showing respect for each person, and empathy for their feelings;
- explaining changes in routines and expectations to classes and taking responsibility for the overall welfare of pupils;
- teaching strategies across the curriculum to promote working individually, in pairs or groups, supporting pupils to take part actively in discussion, develop effective decision-making skills and foster a love of learning and independence. This will enable pupils to experience predominantly prosocial feelings, leading to more prosocial behaviour;
- building confidence and self-esteem by valuing each person's successes and achievements;
- building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning;
- communicating effectively, including listening to hear, so that each person feels able to contribute to the school's mission positively and to do the best job they can;
- making reasonable adjustments for individuals and scaffold learning so that all pupils can access the learning for their academic year group;
- building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here;
- being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve;
- children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others;
- The school participates in community and charitable activities throughout the year to develop a sense of citizenship and belonging;
- The Headteacher, SENCo and senior teachers support and empower staff to manage behaviour consistently positively and create a safe, purposeful and engaging learning environment.

## **A Therapeutic Approach**

At Puller Memorial, we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problematic behaviour and change the circumstances in which the behaviour occurs. In line with our inclusive school ethos, the curriculum is adjusted to meet the needs of every pupil and this may include advice from external professionals. Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the causes of the child's behaviour not just suppress the behaviour.

The Therapeutic Thinking 'Roots and Fruits' exercise (appendix 2) supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour. Any child who is permanently displaying certain behaviours should become the focus for an analysis of behaviour by the adults involved and will be led by the behaviour leads. Through identifying the child's individual needs and triggers a suitable approach to supporting improvement may be found.

### Prosocial and antisocial behaviour and feelings

The feelings and behaviours listed are examples: the lists are not exhaustive.

| Positive feelings                                                                                                                                                                                                                                                                                                                                                         |              |               | Negative feelings                                                                                                                                                                                                                                              |           |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|
| Comfortable                                                                                                                                                                                                                                                                                                                                                               | Brave        | Liked         | Angry                                                                                                                                                                                                                                                          | Hopeless  | Judged     |
| Motivated                                                                                                                                                                                                                                                                                                                                                                 | Curious      | Loved         | Worried                                                                                                                                                                                                                                                        | Scared    | Powerless  |
| Safe                                                                                                                                                                                                                                                                                                                                                                      | Capable      | Respected     | Sad                                                                                                                                                                                                                                                            | Withdrawn | Hopeless   |
| Encouraged                                                                                                                                                                                                                                                                                                                                                                | Valued       | Involved      | Lonely                                                                                                                                                                                                                                                         | Depressed | Useless    |
| Able                                                                                                                                                                                                                                                                                                                                                                      | Secure       | Included      | Misunderstood                                                                                                                                                                                                                                                  | Fearful   | Humiliated |
| Hopeful                                                                                                                                                                                                                                                                                                                                                                   | Optimistic   | Relaxed       | Cautious                                                                                                                                                                                                                                                       | Panicked  | Defiant    |
| Trusting                                                                                                                                                                                                                                                                                                                                                                  | Determined   | Calm Tolerant | Anxious                                                                                                                                                                                                                                                        | Naughty   | Tearful    |
| Needed                                                                                                                                                                                                                                                                                                                                                                    | Kind         | Inquisitive   | Embattled                                                                                                                                                                                                                                                      | Hurt      | Aggressive |
| Happy                                                                                                                                                                                                                                                                                                                                                                     | Absorbed     | Playful       | Shamed                                                                                                                                                                                                                                                         | Ashamed   | Excluded   |
| Proud                                                                                                                                                                                                                                                                                                                                                                     | Enthusiastic | Supported     | Blamed                                                                                                                                                                                                                                                         | Reluctant | Unsure     |
| Wanted                                                                                                                                                                                                                                                                                                                                                                    | Understood   |               | Criticised                                                                                                                                                                                                                                                     |           | Frustrated |
| Positive behaviours                                                                                                                                                                                                                                                                                                                                                       |              |               | Negative behaviours                                                                                                                                                                                                                                            |           |            |
| <ul style="list-style-type: none"> <li>• Completing work to a high standard</li> <li>• Contributing</li> <li>• Sharing/playing with friends</li> <li>• Looking after others</li> <li>• Being helpful</li> <li>• Being friendly and caring towards others</li> <li>• Looking after equipment, tidying up</li> <li>• Dealing with disappointment/being resilient</li> </ul> |              |               | <ul style="list-style-type: none"> <li>• Refusal</li> <li>• Reluctance to contribute</li> <li>• Being unkind in words or actions</li> <li>• Violence (verbal/physical)</li> <li>• Bullying</li> <li>• Lying</li> <li>• Destroying/damaging property</li> </ul> |           |            |

### The Behaviour Curriculum

We believe that an appropriately structured curriculum and effective learning plays a significant contribution in ensuring appropriate behaviour. Planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of negative behaviour. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We teach behaviour, as we teach other areas of the curriculum.

All staff teach behaviour through:

- Developing positive relationships between themselves and the children;
- Role modelling positive and respectful behaviour towards children and each other;
- Showing consistency on expectations and routines;
- Using de-escalation scripts (Appendix 2);
- Positive phrasing (Appendix 2);

- Limited choices (Appendix 2);
- Reward and positive feedback;
- Recognition of effort and achievement;
- Comfort and forgiveness;
- Values assembly and language.

We actively plan to develop internal discipline by teaching behaviour rather than controlling behaviour by imposing external discipline. We do this in order to help children develop better self-regulation and improve their long-term life chances.

### **Classroom Management (refer also to appendix 4)**

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. Therefore teachers:

- Prepare lessons thoughtfully;
- Provide supportive resources for those who need them;
- Differentiate learning objectives;
- Apply strategies for encouraging positive behaviour;
- Promote behaviour for learning and the five word rules (Appendix 1);
- Lay out the room to ensure there is access to labelled resources to aid accessibility and reduce uncertainty and disruption;
- Use working walls to help pupils develop working memory and make progress;
- Display pupils' work to help develop self-esteem through demonstrating the value of every individual's contribution;
- Watch for unsafe practices and use preventative strategies and de-escalation scripts (Appendix 2 ).
- Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through challenge and support.

Children who are not ready to learn will be reminded of the necessary positive behaviour. Children who prevent other pupils from learning or the teacher from teaching will be reminded of positive behaviour and asked to sit on a concentration station away from others (examples of this sort of behaviour can be seen in Appendix 9)

### **The Playground and Lunchtimes**

High expectations of behaviour are applicable in all areas of the school community, including the dining room and playground. All staff should:

- Offer a variety of activities at lunchtimes
- Teach children games and play alongside them, modelling relevant positive behaviours such as joining in, being a good winner and loser and turn taking
- Help children to resolve differences and arguments
- Use de-escalation and preventative strategies (Appendix 2)
- Provide short- term protective consequences such as time out
- Liaise with teachers to agree wider protective and educational consequences where children have been difficult or dangerous on the playground

- Give out points for showing 'Peaceful Play', 'Fair Fun', 'Taking Turns', as well as for the current value, e.g. for keeping calm when another child was not following the rules of the game when the value is tolerance
- Ensure children follow the five word rules (appendix 1)
- Ensure the expectations of the dining room are followed. These include:
  - ✓ Marvellous manners
  - ✓ Quiet queuing
  - ✓ Great gaps
  - ✓ Foodless floor
  - ✓ Careful chat
  - ✓ Terrific transition
  - ✓ Be brave

All staff members are trained to ensure that pupils are safe and that procedures are carried out consistently.

### **Zones of Regulation®**

Every classroom will have a Zones of Regulation® area which will be modelled to children and which they will be encouraged to use regularly.

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

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

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

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

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

Staff should take note of where children assesses themselves in relation to the zones and check in as needed to ascertain what support the child might need to move to the green zone. Any patterns should be recorded on the school child protection system (CPOMs).

It's Christian values and demonstrate prosocial behaviours consistently are recognised in the following ways:

- praise (publicly and privately) – focusing on effort, not outcome;
- nonverbal recognition (e.g. thumbs up);
- sharing work with the class, other adults, including the headteacher;
- through the presentation of merits in the jar;
- through presentation of a certificate at the end of term for consistently showing the schools Christian vision, "encourage one another and build each other up";

- direct praise to parents/carers at the end of the day;
- a weekly positive postcard to parents with acknowledgement on the newsletter
- sharing work with parents/carers.

We endeavour only to use strategies that foster prosocial feelings. No strategies will be used in class or otherwise that can lead to feelings of shame, embarrassment or comparison between children.

### **Promoting Positive Behaviour**

We endeavour to foster intrinsic motivation in pupils i.e. we want children to show prosocial behaviours because they understand the implications, not in order to receive a reward. Adults will use positive phrasing that asks for the behaviour we want to see in our children, e.g. "Walk in the corridor, thank you." "Put the pen on the table, thank you."

**"Every child deserves the best possible start in life and the support that enables them to fulfil their potential." - EYFS September 2014**

### **Negative behaviour**

Staff should take care to distinguish between unsocial behaviour (e.g. not wanting to take part, but still able to contribute in other ways) from antisocial behaviour. Unsocial behaviour does not usually have an impact on other people.

Negative behaviours can be sub-categorised into 'difficult' and 'dangerous' behaviour.

### **Consequences for negative behaviour:**

Despite focusing on rewarding positive behaviour, de-escalation and preventative strategies, we recognise that at times, children will choose not to follow our rules. A restorative approach (repairing harm done to relationships, people and property) is taken. Consequences will be used focusing on the experiences and feelings of everybody within the dynamic. Educational consequences should logically or naturally follow from the negative behaviour. These consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. The educational consequence will show how the school have helped the child develop new skills or new ways of thinking through discussion, debriefing activity or rehearsing. Sometimes a protective consequence is needed, such as removal from playtimes, until we have been successful with the educational consequence. Protective consequences are solely actions to ensure no further harm occurs in the short term. These approaches are designed to help children internalise positive behaviour. Examples might include:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Conversation and exploration
- Supported thinking
- Social stories
- Role-play with dolls/ teddies/animals/puppets
- Comic strip conversations.

A distinction has to be made between developmental behaviour and persistently unacceptable, difficult and inappropriate behaviour. Some children, including those with SEND who have specific

needs relating to behaviour, will find it consistently difficult to follow the rules. The universal response to behaviour may not suit their needs. Targeted support will be used to support these pupils with their behaviours. There is a graduated response to behaviour (Appendix 3). This can include:

- Using targets with specific rewards
- The involvement of an outside agency (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)
- Early prognosis (Appendix 5)
- Completing Roots and Fruits (Appendix 6)
- Completing Anxiety mapping (Appendix 6)
- Alternative timetabling
- Alternative internal provision – Hive hub (specialist plus)
- A Families First Assessment if multi-agencies are involved with the child
- A Pastoral Support Plan
- Risk Reduction Plan.

Teachers will log incidents, protective and educational consequences in line with the policy (Appendix 8). Parents/carers will be continually involved in supporting the school in managing their child's behaviour issues and this will include regular meetings.

### **Difficult behaviour**

Our staff will:

- Seek to understand the route of the difficult behaviour
- Put in place reasonable adjustments and learning resources to support or challenge pupils in their learning
- Calmly describe the behaviour they expect to see and expect children to comply
- Focus on identifying and describing the behaviour, explaining its effect and asking for acceptable behaviour and any necessary remedial action necessary
- Use 'Reflection Sheets' and social mapping documents to enable children to resolve incidents
- Where possible, encourage children to reflect and repair using 'I' statements and focusing on how their behaviour impacted others' feelings
- Ensure behaviour issues are dealt with initially by the member of staff in contact with the child. This information will be shared with the class teacher who has main responsibility for pupils' behaviour over the school day
- Ensure there is a record of the difficult behaviour on CPOMS, written by the adult who initially dealt with the incident. The class teacher will follow up this log with actions taken
- Talk to the behaviour leader if difficult behaviour is becoming unmanageable or frequent
- Be supported by the head and SENCo with strategies to manage pupil behaviour. When all strategies have been implemented, external agencies may be contacted.

We understand that children may not always demonstrate prosocial behaviours. In lessons, low-level disruption should be dealt with quickly and efficiently. This process should be followed consistently by all adults, using strategies such as:

- positive phrasing e.g. "Sit quietly, thank you;"
- maintaining personally effective social emotional competence
- spotting and praising prosocial behaviour

- limited choice e.g. “use that pencil or put it down,” “work quietly there or move to another table;”
- using non-verbal cues and privately understood signals
- being persistent, insistent and consistent in their expectations
- giving take-up time
- using disempowerment of antisocial behaviours e.g. “you can listen from there;”
- reducing noise/distractions where possible
- conditional directions e.g. “When you are ready, we will continue”
- Christian values and expectations reminders
- partial agreement
- using bespoke visual cues
- referring to the Zones of Regulation displays
- giving pupils chance to talk about what is troubling them

If a child does not respond to this the following guidance is followed:

- ✓ First warning – the child is told what behaviour needs to be demonstrated/is redirected.
- ✓ Discussion – child is taken for a (private) discussion outlining expectations, covering any difficulties or needs and outlining consequences if difficult behaviour continues.
- ✓ Think time – the child moves to the thinking table within the classroom for a set period of time. Here they continue with their work or take an agreed period of time to ‘reset’ their behaviour.

Each class has a thinking space with access to resources that help a child to regulate including four key questions:

- What happened?
- Why?
- How do I/others feel?
- How can I fix it?

For most children this process will be successful and children will learn to reflect upon their choices and regulate their behaviour.

If a child refuses to leave the classroom/playground/area (despite take-up time) and is becoming extremely disruptive or is aggressive, an adult should send a red ‘help needed card’ to the school office. The headteacher or SENCo will initially support. If unavailable, another member of teaching staff should assist as required. The behaviour will not be discussed by the staff in front of the child.

The following de-escalation script is followed:

(Child’s name) I can see something has happened

I am here to help

Talk and I will listen

Come with me and... (e.g. Come with me to the library)

Thank you

Adults record the facts of the incident on CPOMS and at an appropriate time report the incident. The aim of any intervention is to de-escalate and help all parties regulate their emotions and to return to

more prosocial feelings. Once the situation has been made safe the child will be given time away until they calm down. At an appropriate time after the event, the child will be supported to reflect, restore and repair. This should be later the same day or early the next day, when the child is completely calm. Consequences should be timely, fair and reparative. Depending on the age and abilities of the child, strategies may be used to support the child to reflect upon their behaviour. e.g. social mapping /reflection sheet/social stories.

### **Restorative questions**

Restorative questions should be used to discuss, in a non-judgemental manner, the behaviour incident with the child. These include:

- How did you feel?
- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected? And how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time? Next time I'm... I will...
- What would you like to happen next?
- How can we make things better for... (you)?
- 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 you to go back to lessons/activities?
- What do you think... might need?

The impact on others should be considered, including, where appropriate, witnesses to difficult behaviours.

### **Dangerous behaviour**

Where behaviour is deemed dangerous to the child themselves or others, much swifter action will be taken. This will usually be taken by the headteacher or SENCo. This may include removing a child from a class/session, removing other children, or – only in extreme circumstances – using agreed Therapeutic Thinking strategies for a safe escort (see Appendix 4).

### **More serious behaviour problems**

Children displaying more serious negative behaviours, including bullying, homophobic language or abuse, and racism, will be sent the Senior teacher and will receive an appropriate consequence. Parents/carers will be informed. This may also result in fixed term internal or external suspension. Patterns of inappropriate behaviour will be monitored in line with our safeguarding policy and procedures and SEND policy, as in some instances negative behaviour may be the result of unmet needs. Staff should refer to the graduated response flow diagram (Appendix 3) and complete necessary steps.

### **Bullying and harassment**

We take the issue of bullying seriously and work with members of our school community so that they know:

- What constitutes bullying
- Why bullying is totally unacceptable

- How we address bullying
- What support there is for those who have experienced bullying or those who bully as well as clear consequences.

The school takes the reports of bullying seriously and deals with all reported incidents in line with the procedures detailed in this policy. Every year the school promotes taking a stand against bullying.

### **Suspension/Exclusion (appendix 11)**

In the case of extremely dangerous behaviour, the head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time and complete learning out of class. In extreme situations, the head teacher may decide that suspension is appropriate using LA and DfE guidance. Any decision made of this nature is never taken lightly. The purpose of suspension or exclusion must be for the school (and other professionals) to put in place additional support to enable the child to be a successful member of the school community on their return. As part of a suspension, parent/carers will receive a letter (with official wording). The child will be invited to attend a reintegration meeting, on return to school, with their parent/carers.

### **The use of physical intervention or restrictive physical intervention**

There are occasions when staff are required to have physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student
- To direct or steer a student
- For activity reasons (for example in drama, physical games).

Staff members are trained in The Hertfordshire Therapeutic Thinking physical interventions strategies (Appendix 9). Adults will model appropriate staff-pupil relationships and be mindful that this is different to parent/carer-child relationships.

### **Links with home**

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

- Our Home School Agreement
- Newsletters and through awards which are sent home using Marvellous Me
- Involving parents in developing SEND Individual Education Plans, Pastoral Support Plans and Early Help Module meetings, where appropriate, in order to manage their child's behaviour.
- Social media posts.

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

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers
- School Council feedback
- Involvement of pupils in school environment walks and interviews
- Parent/ Carer feedback at meetings
- Using statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation.

**Related Policies:**

- Child Protection Policy
- Safeguarding
- Equality Policy
- Complaints Procedure

## **Appendix 1:**



## Appendix 2

### **Preventative and de-escalation strategies**

#### **Use positive phrasing**

Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. It is beneficial to support a positive phrase with a 'thank you'. Using 'thank you' suggests you expect the student to comply.

- ✓ Stand next to me
- ✓ Put the pen on the table
- ✓ Walk in the corridor
- ✓ Switch the computer screen off
- ✓ Walk with me to the library
- ✓ Stay seated in your chair

#### **Use Limited Choices**

Limited choices often follow directly from positive phrases e.g. Peter we are going inside, do you want to walk on your own or with me, on your own or with me, Peter? Positive phrases and limited choices should be punctuated with take up time (an opportunity for the child to think, process and consider.)

- ✓ Where shall we talk, here or in the Rainbow room?
- ✓ Put the pen on the table or in the box.
- ✓ I am making a drink, orange or lemon?
- ✓ Are you going to sit on your own or with the group?
- ✓ Are you starting your work with the words or a picture?

#### **Disempowering the behaviour**

Negative empowered behaviour needs to receive as little interaction as possible while waiting to empower (interact positively) with any positive behaviour as soon as it is evident. The message is negative behaviour is pointless, positive behaviour is powerful.

An example – if a child hides under the table and refuses to join the class you could say “That’s ok Sarah you can listen from there but I will need to check you have listened to the ...”

Necessary observation for safety reasons should be from a distance with no unnecessary verbal communication. It is an effective strategy to empower other positive behaviours in the dynamic while disempowering negative behaviours in any individual. We can use the metaphor of providing

oxygen. We want to provide oxygen to positive behaviour and reduce the oxygen given to negative behaviour.

An example of strategies used together:

Positive phrasing:

Come sit next to me for a story.

Limited choice:

Would you like to sit on the chair or bean bag?

Disempowering the behaviour:

You can listen to the story from there.

Consequence:

We will check you understand the story before going out for break time.

### **De-escalation scripts**

The de-escalation script is designed to remove heat from a situation and create space and time.

The script should be used like a 5 point menu. Any element can be chosen as an appropriate response to the aggression or challenge presented by the student.

#### **Child's name**

**I can see something has happened**

**I am here to help**

**Talk and I will listen**

**Come with me and.....**

These scripts are displayed around school for adult use.

### **De-escalating Body Language**

A de-escalation stance and an awareness of the escalation zone can be used to de-escalate.

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

## Appendix three:



### Therapeutic Thinking Graduated Response

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Universal<br/>Behaviour Curriculum</b>                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach pro-social behaviour.</li> <li><input type="checkbox"/> Include within pupil induction.</li> <li><input type="checkbox"/> Establish routines.</li> <li><input type="checkbox"/> Staff role-model expectations.</li> <li><input type="checkbox"/> Create positive relationships.</li> <li><input type="checkbox"/> Use positive phrasing to communicate expectations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Targeted<br/>Behaviour Policy</b>                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>                                                                                                                                                                                                                                                      |
| <b>Targeted Plus<br/>Early Prognosis</b>                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> <li>o Function of behaviour</li> <li>o Health and wellbeing</li> <li>o Context</li> <li>o Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>                                                                                                                                                                                       |
| <b>Specialist<br/>Predict, Prevent &amp;<br/>Progress</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul> |
| <b>Specialist Plus<br/>Therapeutic Plan</b>               | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>                                                                                                                          |

#### **Appendix 4: Useful behaviour management strategies**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Routines</b><br>Very clear systems help to minimise disruption. Consider how children line up, where they sit, who gives out and collects in equipment, how children move around the school, how they change for PE, what happens at home time, how they use the cloakroom/toilets etc.                                                                                                                                                                                                                                                    |
| <b>Presence</b><br>Put yourself in a position where you can see what is going on and scan for children who are off-task. Re direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.                                                                                                                                                                                                  |
| <b>Specific praise</b><br>Avoid empty, vague terms such as “good boy,” “good girl,” and “well done.” Instead, be very specific: “Thank you for walking/sitting quietly,” “That was kind of you to share with Nigel,” “You laid your work out very neatly.”                                                                                                                                                                                                                                                                                    |
| <b>Public praise and private reprimand</b><br>Public acknowledgement of good behaviour can be very powerful. Usually, reprimands should be as private as possible; lowering a child’s self-esteem is likely to increase misbehaviour. Some children find direct praise hard to handle, so praise should be specific and you should be sensitive to the impact. Praise can also be non-verbal (a smile, a thumbs-up or a values sticker). In some cases it is important to ‘catch them being good’ as a way to prevent poor behaviour choices. |
| <b>Acknowledging feelings</b><br>Listen to children and make them feel significant. Children often misbehave because they feel upset. One reason for this can be to attract adult attention. Being aware of a child’s feelings can pre-empt them resorting to other ways to get your attention. Remember all behaviour is a language and the child is only trying to communicate his/her feelings.                                                                                                                                            |
| <b>Giving them a choice</b><br>Give children limited choices where possible. Both choices should be of equal value e.g. talk here or in the library/work in your book or on paper/you can draw first or do the writing first. Being given choices increases a child’s sense of independence and reduces conflict.                                                                                                                                                                                                                             |
| <b>Being consistent</b><br>Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will escalate.                                                                                                                                                                                                                                                                            |
| <b>Modelling desired behaviour</b><br>It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, fairness, conflict resolution. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in adults. Being self-aware and seeking support is essential. All responses should be low key and matter of fact.                                                                                                            |
| <b>I statements</b><br>Give an “I” message. State clearly “I want to see....” rather than criticising the child. This ensures behaviour is addressed, avoids conflict and models assertive behaviour.                                                                                                                                                                                                                                                                                                                                         |
| <b>Positive phrasing</b><br>Use positive phrasing to ask for the behaviour you expect to see, “I’d like everyone listening... thank you.” (I.e. not “don’t/stop...”). Use short sentences and pause for effect.                                                                                                                                                                                                                                                                                                                               |

**Choice, direction and 'when...then'**

"Jamil, you can either work quietly by yourself or you can come and sit with me".

"When you have finished tidying up your area... then you can sit wherever you want...."

**Pause Direction**

Make a deliberate pause between gaining a child's attention and a direction, to ensure they have had sufficient 'take up' time, e.g. "Michael (pause) ... David (pause) ...could you face this way and listen, thanks". Gain their attention, with eye contact.

**Take-up time**

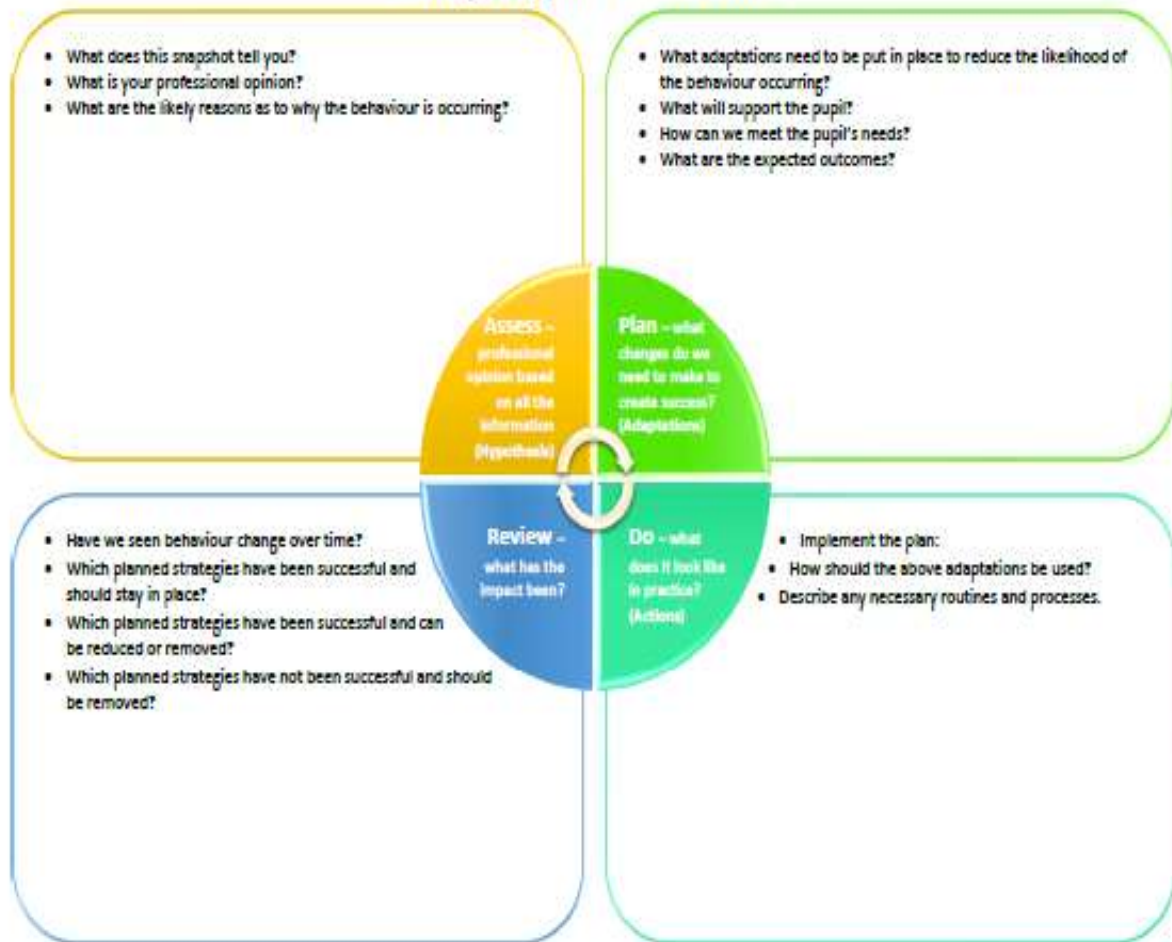
Simply, "Michael... (pause to gain attention) come here for a moment." Then look away and talk to someone else. Michael will come. It also works in the corridor. "John, come over here for a moment", then walk away to a private area. John will follow. You can then have a quiet word about the behaviour.

## Appendix 5

| <div> <div>Zoom in (Ctrl+Plus)</div> <h3>Early Prognosis - Guidance</h3> <p>Early prognosis provides a swift check on potential reasons behind the described behaviour when a child's needs are not being met by policy. Analyse each of the components below within the context of the described behaviour – seek views from the child, other members of staff, other professionals and parents/carers who may have information to add.</p> </div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>What is the described behaviour?</b></p> <p>An unemotional, non-judgemental, accurate description, including the severity and frequency.<br/> <i>What do you see? What do you hear?</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Pupil voice                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Pupil voice means a commitment to listening to the views, wishes and experiences of all children and young people.<br/>           Involving the child in decision making can create meaningful change and better outcomes.<br/>           It places value on what the child tells staff about their experiences.</p> <ul style="list-style-type: none"> <li>• How does the pupil describe their current experience?</li> <li>• How does the pupil describe their behaviour / the incident? Do they feel there is justification for their actions?</li> <li>• What support or adaptations does the pupil feel will help them?</li> </ul>                                                                                                                                                                                                                                                                                           |
| Function                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>All behaviour has a function.</b><br/> <b>Function is what the behaviour is communicating.</b><br/> <b>A behaviour may have more than one function.</b></p> <ul style="list-style-type: none"> <li>• Sensory – meeting a known or unknown need; occurs in different situations; with or without interaction or engagement from others; provide input to one or more of the senses?</li> <li>• Escape or avoidance - occurs due to perceived demand or threat, or when asked to do something?</li> <li>• Attention - leads to attention through verbal or social interactions; proximity; positive affirmation or negative interaction?</li> <li>• Tangible gain - enables access to a person, situation or item they prefer?</li> </ul>                                                                                                                                                                                        |
| Health & wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Some behaviours are associated with health and wellbeing.<br/>           There may be known strategies to meet the need of such a behaviour.<br/>           Health and wellbeing needs can increase vulnerability to everyday experiences (light, sound etc.).</p> <ul style="list-style-type: none"> <li>• Does the pupil have a physical diagnosis, a mental health diagnosis, any SEND needs?</li> <li>• Is the pupil undergoing investigation for a particular diagnosis?</li> <li>• Does the pupil have 'traits' of a known medical or health condition which may give insight into their behaviour?</li> <li>• Does the child experience physiological distress or symptoms in certain contexts or environments?</li> </ul>                                                                                                                                                                                                 |
| Context                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>All behaviour occurs within a context.</b><br/> <b>A behaviour might be acceptable in one context but unacceptable in another.</b><br/>           Sometimes, it may be as simple as the child not having a positive relationship with a particular adult.</p> <ul style="list-style-type: none"> <li>• What do we know about the pupil's current experiences?</li> <li>• Where is the behaviour happening?</li> <li>• Is there anything recently changed for the pupil that may be impacting on their behaviour?</li> <li>• Are there particular children, staff or family members involved?</li> <li>• Is there an 'obvious' trigger with an obvious solution?</li> </ul>                                                                                                                                                                                                                                                     |
| Cultural relevance                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Every person believes in a set of cultural 'norms' – that which they have been brought up to believe.<br/>           Every culture has a set of 'norms' many of which may be unwritten.<br/>           School cultural expectations will need to be explicitly taught.</p> <ul style="list-style-type: none"> <li>• Is there anything in the family or community culture of the child that is relevant to this behaviour?</li> <li>• Consider expectations and priorities within the family or community relating to behaviour, sexuality, gender roles, social roles, financial priorities, educational achievement, religious doctrine and/or political affiliations.</li> <li>• Are there school or staff cultural expectations, beliefs or values that are leading to responses outside of policy?</li> <li>• Explore cultural impact of: physical contact, body position, eye contact, social distance, gestures.</li> </ul> |

Therapeutic Thinking September 2023

## Early Prognosis - Guidance



Therapeutic Thinking September 2023

## Appendix 6

### Roots and Fruits Guidance

#### Anti-social / difficult / dangerous Behaviours

The behaviour logged on your electronic systems can populate this box e.g. Sims, CPOMs or incident log, ABC charts. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

|                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Running inside the school building</li> <li>• Refusing to start a task</li> <li>• Calling out when the teacher is talking</li> <li>• Throwing pencils in class</li> <li>• Putting equipment in their mouth</li> </ul> | <ul style="list-style-type: none"> <li>• Rocking on their chair</li> <li>• Poking peers</li> <li>• Going under the table</li> <li>• Swearing</li> <li>• Name calling</li> <li>• Making racial comments</li> <li>• Spitting</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Avoid:- Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

**Once this section is completed the behaviours should then populate the anxiety/difficult or crisis/dangerous behaviour section of the risk reduction plan**

#### Pro- social behaviours

What are the small measurable, achievable, realistic behaviours you are going to focus on initially? Ideally you will decide on 3-5 key behaviours that you will be focussing on.

Examples:-

|                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Walking inside the school building</li> <li>• Starting a task independently</li> <li>• Putting their hand up</li> <li>• Using the right equipment for the science task</li> </ul> | <ul style="list-style-type: none"> <li>• Sitting in their chair</li> <li>• Asking for help</li> <li>• Taking timeout during numeracy</li> <li>• Coming in off the playground when asked</li> <li>• Playing an adult led game with peers</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Once this section is completed the behaviours should then populate the pro-social behaviour section of the risk reduction plan**

Roots and fruits should be a working document and once these behaviours are achieved, staff should focus on identifying and growing more pro-social behaviours

#### Anti-social / negative feelings

This section is often very sparse but its purpose is really important. This section is about developing empathy through exploring what feelings are creating the behaviours listed above. Staff should consider the wider feeling rather than just the obvious ones e.g. Anger could be due to feeling embarrassed, rejected, worried, threatened, guilty, hurt, or fearful.

**You should consider each behaviour listed above and explore the feelings associated with that behaviour.**

|                                                                                                                                           |                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Helpless</li> <li>• Anxious</li> <li>• Blamed</li> <li>• Shamed</li> <li>• Uninspired</li> </ul> | <ul style="list-style-type: none"> <li>• Worried</li> <li>• Bored</li> <li>• Irrelevant</li> <li>• Rejected</li> <li>• Hungry</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|

#### DEFAULT

#### Pro-social / positive feelings

This section is key in terms of identifying how I want them to feel when they are in your school/setting. Each differentiation listed below should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make you feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

|                                                                                                                                |                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Happy</li> <li>• Calm</li> <li>• Liked</li> <li>• Involved</li> <li>• Safe</li> </ul> | <ul style="list-style-type: none"> <li>• Valued</li> <li>• Inspired</li> <li>• Needed</li> <li>• Understood</li> <li>• Respected</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|

If you begin by identify a feeling e.g 'safe', you will then need to think what experience you can provide so they feel safe

#### Anti-social / negative Experiences

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

*DfE mental health and behaviour in schools document. Page 9 risk factors should be considered when completing*

#### Anxiety mapping

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activities
- Times
- Days

These should be listed here

#### Pro-social / positive experiences

Protective factors schools should provide are also outlined in the DfE document, schools should consider these when completing

All advice and strategies from external

Agencies should be included here

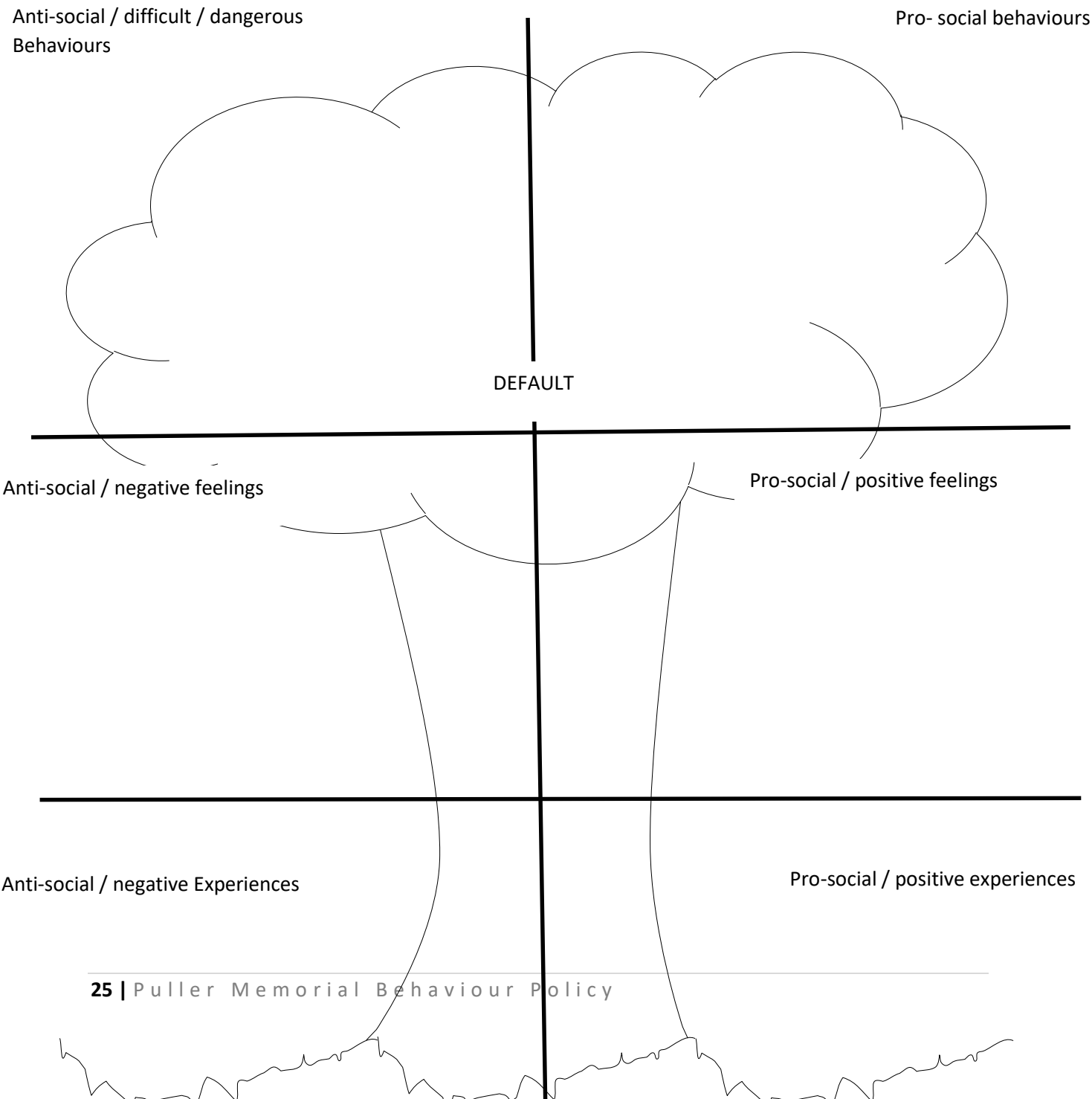
- EHCP recommendations
- Specialist advisory services
- Health professionals
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

#### Anxiety mapping & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiation you are going to provide between 9-3, Monday to Friday. **Once listed these should then populate the top of the risk reduction plan**

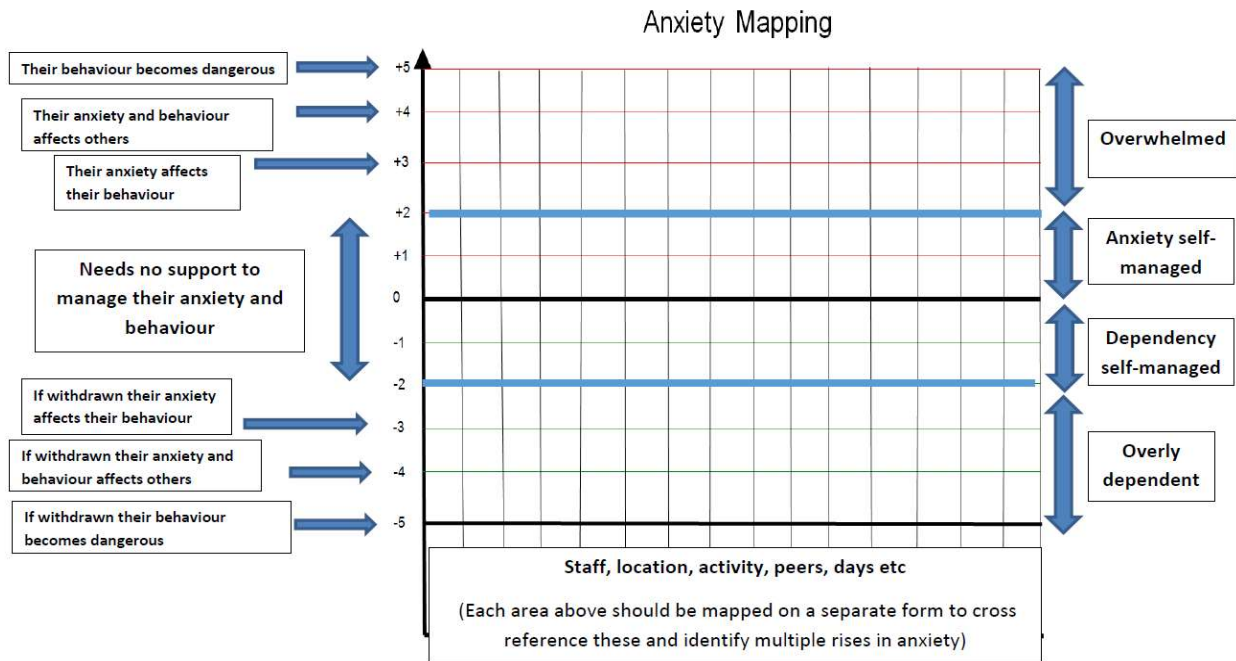
# Roots and Fruits

|                  |  |
|------------------|--|
| Name             |  |
| Supporting Staff |  |
| Date             |  |
| Review Date      |  |



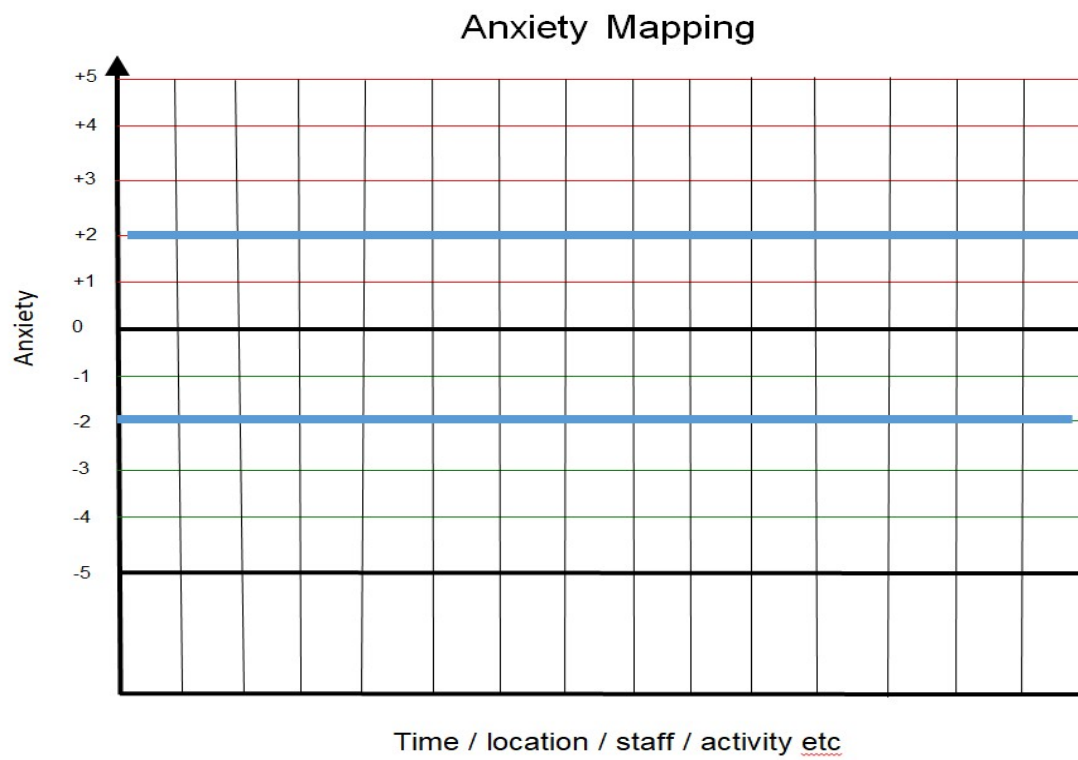
## Appendix 7

### Anxiety mapping guidance



Hertfordshire Steps 2018

T:\INCLUSION\Behaviour and the Sunshine system\Step on training



## Appendix 8

### EXAMPLES OF NEGATIVE BEHAVIOUR RESULTING IN A PRIVATE WARNING REMINDER

- Not listening
- Fidgeting
- Rocking on chair
- Talking out of turn
- Calling out/making silly noises
- Disturbing others
- Wandering around the classroom
- Careless treatment of property
- Flicking objects
- Disrupting a group situation
- Inappropriate responses to reminders about behaviour
- Talking/pushing/running when moving around the school or lining up

### EXAMPLES OF NEGATIVE BEHAVIOUR RESULTING IN MOVING TO THE CONCENTRATION STATION

Pupils should be asked to move privately without drawing attention to the negative behaviour.

- Unwillingness to cooperate/follow instructions
- Rudeness to any adult
- Throwing objects
- Persistent refusal
- Spitting (on an object, not at a person)
- Inappropriate language
- Defacing others' work

### EXAMPLES OF MORE SERIOUS BEHAVIOUR

- Deliberate defiance
- Spitting at others
- Verbal abuse
- Racial abuse
- Homophobia
- Swearing at someone
- Deliberately hurting another child physically or emotionally
- Stealing
- Bullying
- Vandalism
- Breaching of health and safety issues

## Appendix 9

### Logging of Behaviour Incidents

- Low level 'falling out' incidents should be dealt with outside on the playground, with further follow up from the class teacher if required. The MSA/person on duty is responsible for passing on information to the class teacher at the end of break or lunchtime using "You need to know" slip.
- More serious incidents such as physical injury (fighting), verbal abuse (swearing) homophobic language, racism and theft will be recorded by the MSA/ person on duty who witnessed/dealt with it. This is usually through CPOMS management information system except in the case of lunchtime staff that will complete it with support from office staff.
- Incidents will be monitored to see if they constitute bullying and will be recorded through CPOMS.
- The Headteacher will review the CPOMS Dashboard and will report back patterns to SLT/class teachers. Termly the data is analysed and reported to governors. This includes the number and nature of incidents. Termly, bullying, homophobic, racist and sexualised behaviour incidents are reported to the governing body.

## Appendix 10

### Physical Intervention

#### Open mitten (used to move a student away)

- Fingers together
- Thumb away from fingers
- Palms parallel to floor



The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

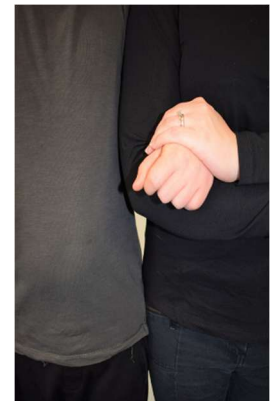
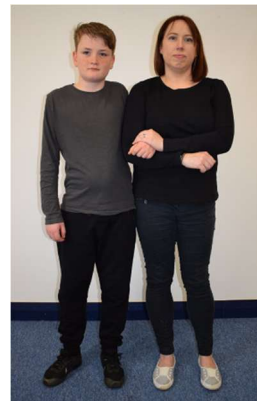
#### Closed mitten (used to draw a student close)

- Fingers and thumb together



#### Offering an arm (to support guide or escort)

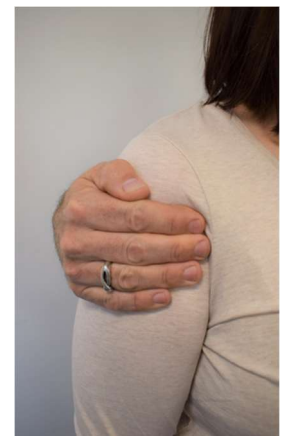
- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security



#### Supportive hug (to support guide or escort)

To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed



### **Supportive arm (to support, guide and escort)**

- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention



### **Open mitten guide (to protect or turn)**

- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed



### **Open mitten escort – paired (to support, guide and escort)**

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape, (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising



## Appendix 11

### Puller Memorial Suspensions and Exclusions Policy

#### Rationale

This policy deals with the policy and practice which informs the school's use of suspension and exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a consequence.

#### Introduction

The decision to exclude a student will be taken in the following circumstances:-

- (a) In response to a serious breach of the school's Behaviour Policy;
- (b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Suspension and exclusion are an **extreme sanction** and is only administered by the Headteacher (or in the absence of the Head, the Deputy Head or Senior Teacher who is acting in that role).

Suspension and exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/ threatening behaviour against a pupil
- Verbal abuse/ threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Sexual misconduct
- Drug or alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

#### Suspension procedure

Suspensions are of a fixed term nature and are of short duration (usually between one and three days). These can be internal.

The DfE regulations allow the Headteacher to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term suspensions that would lead to a student being suspended for over 15 days in a school term or missing a public examination. (In relation to procedural matters pertaining to the composition and operation of the Governors' Pupil Discipline Committee, the Governing Body has agreed to adopt the procedural guidelines prepared by Hertfordshire County Council.

The Governors have established arrangements to review fixed term suspensions which would lead to a student being suspended for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following suspension parents are contacted immediately where possible. A letter will be sent by post giving details of the suspension and the date the suspension ends. Parents have a right to make representations to the Governing Body and the Agora trust as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term suspension and this will involve a member of the Senior Management Team and other staff where appropriate.

If the fixed term suspension is greater than five days or an accumulation of suspensions exceed five days; a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, student and parents.

A fixed term suspension will usually take the form of the student being required to remain at home.

During the course of a fixed term suspension where the student is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.

### **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- \_ Serious actual or threatened violence against another student or a member of staff.
- \_ Sexual abuse or assault.
- \_ Supplying an illegal drug.
- \_ Carrying an offensive weapon \*.
- \_ Arson.

\* Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned.

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

Before deciding whether to exclude a student either permanently or for a fixed period the Head will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Pupil Behaviour Policy, Equal Opportunity and Race Equality Policies.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

### **Exercise of discretion**

In reaching a decision, the Head will always look at each case on its own merits.

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider:

- a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy.
- b) The effect that the student remaining in the school would have on the education and welfare of other students and staff.

Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record, witness statements and the strategies used by the school to support the student prior to exclusion.

### **Alternatives to Exclusion**

Alternative strategies to exclusion are included in the Pupil Behaviour policy. The school works closely with the local authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

### **Lunchtime Exclusion**

Students whose behaviour at lunchtime is negative may have a smaller organised play called Evolve where the ratio of staff to pupils is high. In the rare occasion when pupils are suspended from the school premises for the duration of the lunchtime period, this will be treated as fixed term suspension and parents will have the same right to gain information and to appeal.

### **Behaviour outside school**

Students' behaviour outside school on school "business" (for example school trips and journeys, away school sports fixtures or a work experience placement) is subject to the school's Behaviour policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school.

For behaviour outside school but not on school business (including online behaviour), this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for suspension or exclusion, then the Head may decide to suspend or exclude.