

Maple Cross JMI & Nursery School

Care and Achieve



Management of Behaviour Policy

This supersedes Learning Behaviour Policy

(this is not an HfL policy, created by Anjali Majithia & Emma Bailey (Qualified STEPs Tutors and supported by Hannah Trickett)

Review Period annually

Adopted on 27th January 2020

Vice-Chair *L. Whyte*

Head *H. Trickett*

Maple Cross JMI and Nursery

Care and Achieve: **Reflect** / **Lead** / **Aspire**

Management of Behaviour Policy:

Created by: Anjali Majithia & Emma Bailey (Qualified STEPs Tutors and supported by Hannah Trickett)

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Introduction

Purpose

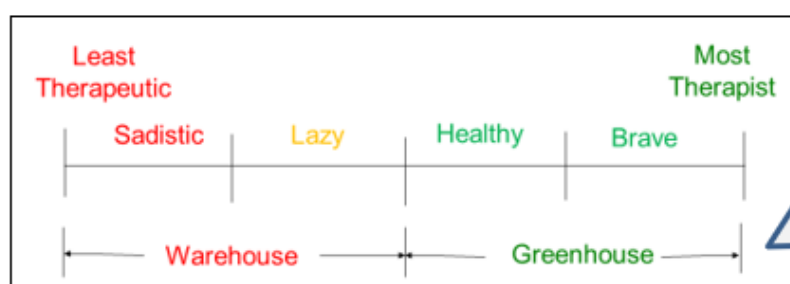
The purpose of Maple Cross Primary and Nursery School's *Management of Behaviour* policy is to inform all stakeholders of the school's therapeutic approach to managing pupil behaviour where we aim to provide opportunities for: leadership, aspiration and reflection. It also intends to make clear to all staff how to teach pro-social behaviours and to respond to anti-social behaviour confidently and consistently.

We have chosen to develop a *Management of Behaviour* policy because we want pupils to consider the action and consequences to their choices in the context of the whole school dynamic. The policy emphasises prevention, restoration and reparation as well as applying both educational and protective consequences where appropriate.

We understand that, where children are negatively affected by poor behaviour choices, appropriate behaviour needs to be taught and modelled to the children. Working with the children's feelings and experiences develops their self-regulation which leads to long-lasting change. We believe that we need to teach the children how to forgive and repair situations in a way that helps them value pro-social behaviour. All staff agree to follow the practices set out in this policy and take active responsibility for growing the children's independence and capacity for self-regulation. The school recognises that children are individuals and as a result all strategies are personalised.

The governing body accepts this principle and seeks to create an environment in the school, which encourages and reinforces pro-social behaviour. Furthermore, it accepts that society expects pro-social behaviour as an important outcome of the educational process.

Therapeutic approach



If behaviour is controlled, the individual becomes dependant on the adult or system that controls them: WAREHOUSING (storing the student).

If the behaviour is controlled by the individual, then the school has grown them towards independence: GREENHOUSING (growing the student).

Therapeutic approach

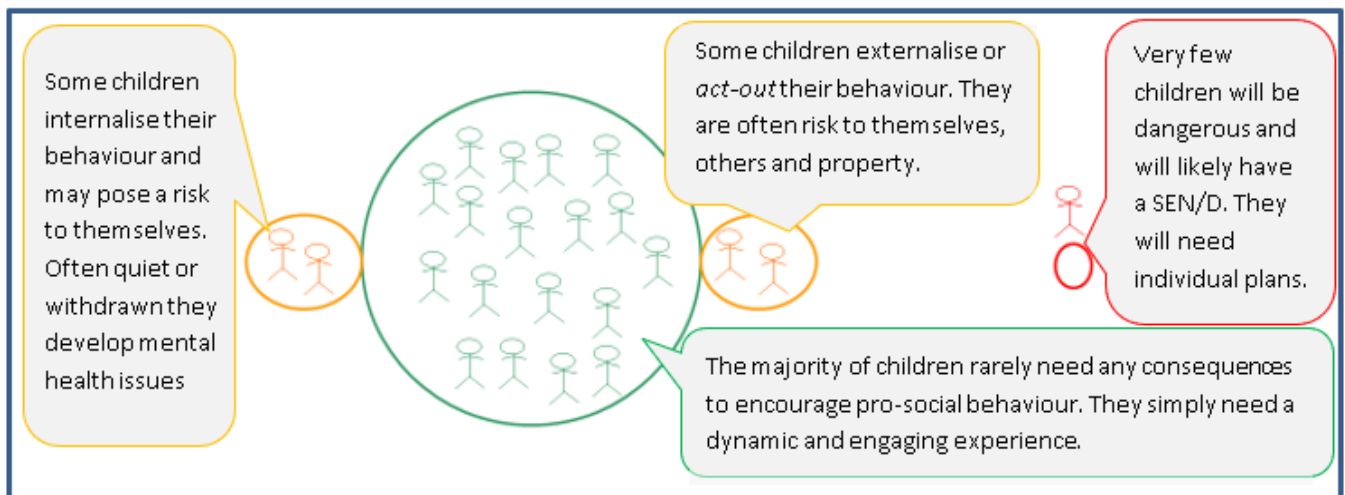
All teaching staff are trained in a therapeutic approach to behaviour intervention (All new staff will be trained within their first term at the school). This means that every behaviour intervention considers the effect on each individual's feelings. We believe in growing children, not warehousing them.

Preventative planning

...‘Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed, and that inclusion is not optional: children have defined entitlements in this area and settings have legal responsibilities.’ EYFS (Early Years Foundation Stage) 2012

Inclusion

At Maple Cross we apply an inclusive model that accepts that children have individual needs. Where students have a significant difference to their peers, we accommodate this through differentiation.



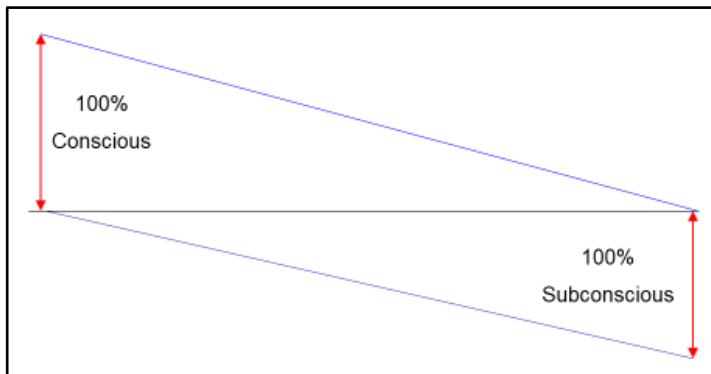
This policy is the plan for the majority of children (green & orange). In addition, some children may require an Individual Risk Reduction Plan (appendix 1) to formalise strategies that differentiate from the policy.

When differentiating provision, teaching staff need to refer to the model above considering the following:

- The feelings of all children when trying to teach pro-social behaviour. Approaches that create fear turn green children orange. Give the children what they need to feel the same.
- Orange children usually benefit from a nurturing approach however they need be in separate groups. Those that display difficult behaviours are likely to heighten the anxieties of those who internalise behaviours.
- Look carefully at the green group for potential internalisers. They often don't stand out as they have many strategies to avoid being noticed.
- Very few children would be considered dangerous or highly difficult (red). These children will need external professional support and careful plans.

Mental health and well-being

One in ten children have a clinically diagnosed mental health disorder and about one in seven has a less severe problems¹. This policy recognises that some children are more vulnerable to developing mental health issues because of exposure to certain risk factors and a lack of protective factors². The school aims to promote positive mental health by identifying and addressing potential problems at an early stage and build the children's resilience.



Behaviour can be a mixture of both conscious and subconscious choices. Sometimes the behaviour chooses the child such as children with conduct disorders or mental health issues³.

Largely sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. If children are anxious we can help make them more conscious to help

them address problem.

The safeguarding of all pupils is paramount, safeguarding procedures will be followed, and appropriate referrals will be made. Working with external agencies to identify underlying causes of behaviour are used and early intervention made. We recognise that with pupils who show persistent difficult behaviours, there may be an underlying SEN need and we will be working closely with external agencies and parents to identify the need including mental health and family difficulties.

Promoting pro-social behaviour

The school aims to prevent or minimise anti-social behaviour by providing the children with a positive memorable learning experience. We understand that all behaviour is a form of communication and is about making choices. Children need to learn responsibility for their behaviour like they learn any other area of the curriculum. To help the children develop successfully we need to create a school climate that encourages responsibility and promotes pro-social behaviour choices.

Below are examples of how we will do this:

- Acknowledge children for behaving responsibly and positively
- Build positive learning environments
- Provide quality learning opportunities through an engaging curriculum
- Provide regular encouragement and descriptive feedback
- Develop positive and trusting relationships built on mutual respect
- Always greet the children positively
- Build positive relationships with parents
- Take a genuine interest in the children and get to know them and their families

¹ DfE (2016) Mental health and behaviour in schools (p.4)

² DfE (2016) Mental health and behaviour in schools (p.8)

³ DfE (2016) Mental health and behaviour in schools (p.8)

- Model respectful behaviour
- Listen carefully to the children & encourage them to share their thoughts, feeling & opinions
- Provide a safe and enjoyable physical environment
- Develop children's understanding of values and virtues through PSHE.
- Place reflect, aspire and lead as central to all learning.

Social Learning at Maple Cross

Our main approach to develop self-regulation as learners is to promote consideration of how we learn effectively. This is done through a variety of strategies: De Bono's hats, Habits of leadership, growth mind-set, Learning characters. By planning together with Equipping Kids, Governors, staff and children have redefined the school ethos and agreed what we want for the children of Maple Cross Primary and Nursery School.

Classroom practices

Establishing Routines

The first few weeks are crucial for developing a smooth running classroom where the children are safe and ready to learn. During these weeks' teachers will clarify and explore expectations about behaviour and learning as well as setting clear learning routines. These should be developed with the children, modelled and explicitly taught. Although they will be embedded in the first few weeks of the year, they will have to be routinely revisited and re-established throughout the year through assemblies, lessons and our PSHE curriculum. Parents and carers play a crucial part in behaviour routines as when there is a change in behaviour staff will be take a proactive approach through communicating at all times. The current home-school agreement is under review.

All staff read and review the policy annually and will sign a declaration to show they understand details in the policy. This is part of our child protection policy for school. In addition, as a minimum, annual STEPs refresher, on-going CPD relating to the policy, through whole-school briefings, staff weekly newsletter, targeted behaviour support (this list is not exhaustive)

Recognising pro-social behaviour

At Maple Cross and Nursery School we believe that recognising all prosocial behaviour and giving specific feedback to the pupils about their effort must be honest. In addition, there are a range of incentives which we use to encourage and celebrate pupils' pro-social behaviour. Although there is no definitive list, below are the most commonly used rewards.

- **Verbal acknowledgement** e.g. feedback, authentic praise and positive cueing
- **Public recognition** e.g. share success with another class or adult; Tea with Mrs T
- **Inform parents** e.g. conversation at the door, phone call
- **Special privileges** e.g. specific responsibilities
- **Extraordinary privilege** e.g. chosen to attend special event

Teachers who chose to reward children must consider three key questions:

1. What is the effect of my rewards on every individual in my class?
2. Are the rewards leading to a sense of community?

3. Are my rewards developing the children's independence by making choices or are they simply methods to control/bribe children? If it is simply a method to control or bribe then it must not be used.

Responding to persistent low-level behaviour

At Maple Cross JMI we follow the expectations as outlined in appendix 4

Individual plans for difficult or dangerous behaviour

Pupils identified as having difficulty making responsible choices or as having special educational needs will receive the support and provision that is required to help them achieve the best possible educational, social and emotional outcomes. Teachers should make the Inclusion Leaders (SENCo) or SLT aware of any children who need additional and specific support. For some children the following support will be offered to teachers to predict, prevent escalation of difficult or dangerous behaviours and communicate solutions to all key adults.

- Roots and Fruits (appendix 2) to try and understand the root causes of anti-social behaviour.
- Anxiety map (appendix 3) to identify factors that increase and decrease anxieties.
- Individual risk reduction plan (appendix 1) based on the information above with the aim of reducing fixed term and permanent exclusions.

We recognise that for some children support from external agencies must be sought. This includes:

- Art therapist based in school (one day a week due to current funding)
- Music therapist based in school (one morning a week due to current funding)
- Chessbrook including hosting a term R&R course
- DSPL9 including family support worker, Acorn Centre/Hub, Colnbrook Outreach
- Educational psychologist
- Support parents with paediatric assessments and links with CAMHS

**This list is not exhaustive*

Mobility of children in our setting is high and staff will ensure there is direct communication with previous settings relating to transition support.

Responding to difficult or dangerous behaviour

Consequences, restore and repair

At Maple Cross Primary and Nursery School we believe it is best to involve both children and parents/carers in the process. We always aim to use a fair process and our responses to difficult and dangerous behaviour should involve building relationships, repairing harm and restoring well-being.

Although we teach the children that there are natural consequences to behaviour, we also make it clear that educational or protective consequences are necessary sometimes to manage behaviour. When pupils decide not to respond, teaching staff will apply consequences. All teaching staff, including the leadership team, will use their professional judgement when deciding on the most appropriate consequence.

When establishing consequences we try to ensure that the outcomes relate to the behaviour demonstrated. Some behaviours require a *protective* consequence but it is essential that there is always an *educational* consequence. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring and also strategies to be put in place to ensure any missed learning is addressed. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

All reasonable, protective and educational consequences will be given by a paid member of staff on the school premises where staff are responsible for pupils. All staff will take the needs and circumstances of individual pupils into account including the child's age and any special educational needs that might apply.

While the school does not use isolation rooms, there are times where it is appropriate for a child to spend time learning away from their peers. This would include persistent low-level behaviour and restricting other from learning. This is often in place following an anxiety map analysis.

Example of protective consequences	
<ul style="list-style-type: none"> ● Move learning space ● Time out ● Adapted break time ● Contact parents ● Verbal discussion 	<ul style="list-style-type: none"> • Increased staff ratio • Limited access to outside space • Escorted in social situations • No availability of minibus • Withdrawn from school trip • Differentiated teaching space • Exclusion
Example of educational consequences	
<ul style="list-style-type: none"> ● 1:1 or group conference (Class Teacher) ● Small restorative project ● Chatty cartoons ● Completing a good deed for a friend 	<ul style="list-style-type: none"> ● Completing tasks ● Rehearsing ● Assisting with repairs ● Educational opportunities ● Research ● Restorative meetings

Recording Behaviour

All persistent low-level behaviour, difficult or dangerous behaviour must be recorded through the schools SIMMs system.

Restorative approaches

Where appropriate, we should ask each of the children involved to reflect and give their view of the incident. Then we can consider what they should do to address the behaviour in question. Appendix 5 is an example of the types of questions that we ask. They are presented within the framework of De Bono's Thinking Hats which the children are very familiar with. These questions can be used in 1:1 conversations or planned group discussions (conferences). It is important that those harmed and the perpetrators have an opportunity to individually put their views forward before agreeing a way forward together.

Exclusions

In extreme or severe incidents of inappropriate behaviour, the headteacher may exclude pupils permanently or a fixed period. By this we mean, physical aggression causing harm to another child, physical aggression causing harm to a member of staff, use of inappropriate language, bringing into school and/or using a dangerous weapon, persistent bullying, persistent defiance towards adults, persistent discrimination towards others, possession of illegal substances including alcohol and illegal drugs. This list is illustrative and not exhaustive.

Only the headteacher or acting head teacher may exclude a child. This is done in accordance with the DfE guidance.

Physical Intervention

In rare circumstances teachers may have to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder (see Physical Intervention Policy). Physical intervention is not used as a punishment, being unlawful in all circumstances. This is done in accordance with the DfE guidance and Hertfordshire STEPs guidance.

Use of Reasonable Force

Paid members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in schools.

Headteachers and other school staff may also use such force as is reasonable when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence.

The schools policy in regards to the use of reasonable force is consistent with the DfE guidance document 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. July 2013

Social Networks/cyberbullying

Inappropriate use of Social Network Site Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils.

The Governors of Maple Cross JMI School considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately. On our school website there is a E-safety section which promotes information and expectations in relation to E-safety, including social media.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

Disciplinary actions

Possession of illegal drug	If any of these actions are demonstrated Maple Cross will consider: <ul style="list-style-type: none"> • Fixed term internal exclusion • Fixed term external exclusion • Permanent exclusion • Contacting official legal bodies such as the Police • Managed moves
Using an illegal drug	
Supplying an illegal drug either for pecuniary	
Possession of a drug which is not illegal but could be considered harmful or detrimental including psychoactive drugs or legal highs	
Possession of an offensive weapon	

The policy acknowledges the Equalities Act 2010 in respect of safeguarding and SEN and no individual or group is discriminated against. Reasonable adjustments will be made to ensure the protection of characteristics is made. For example disabled toilets and appropriate harnesses have been fitted in school as a reasonable adjustment.

Confiscation of Inappropriate Items

The general rule to ensure safety of all pupils and staff (as described in Behaviour and Discipline in Schools – January 2016) enables a member of staff to confiscate, retain or dispose of a pupil's property as a safety precaution, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent is allowed for prohibited items (as set out in Section 550ZA (3) of the Education Act 1996) includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

The policy is inclusive of behaviour of children who attend Maple Cross JMI during off-site visits and walking to and from school.

Subject to the behaviour policy, teachers may discipline pupils for: misbehaviour when the pupil is

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or

- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member, acting in *loco parentis*

Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

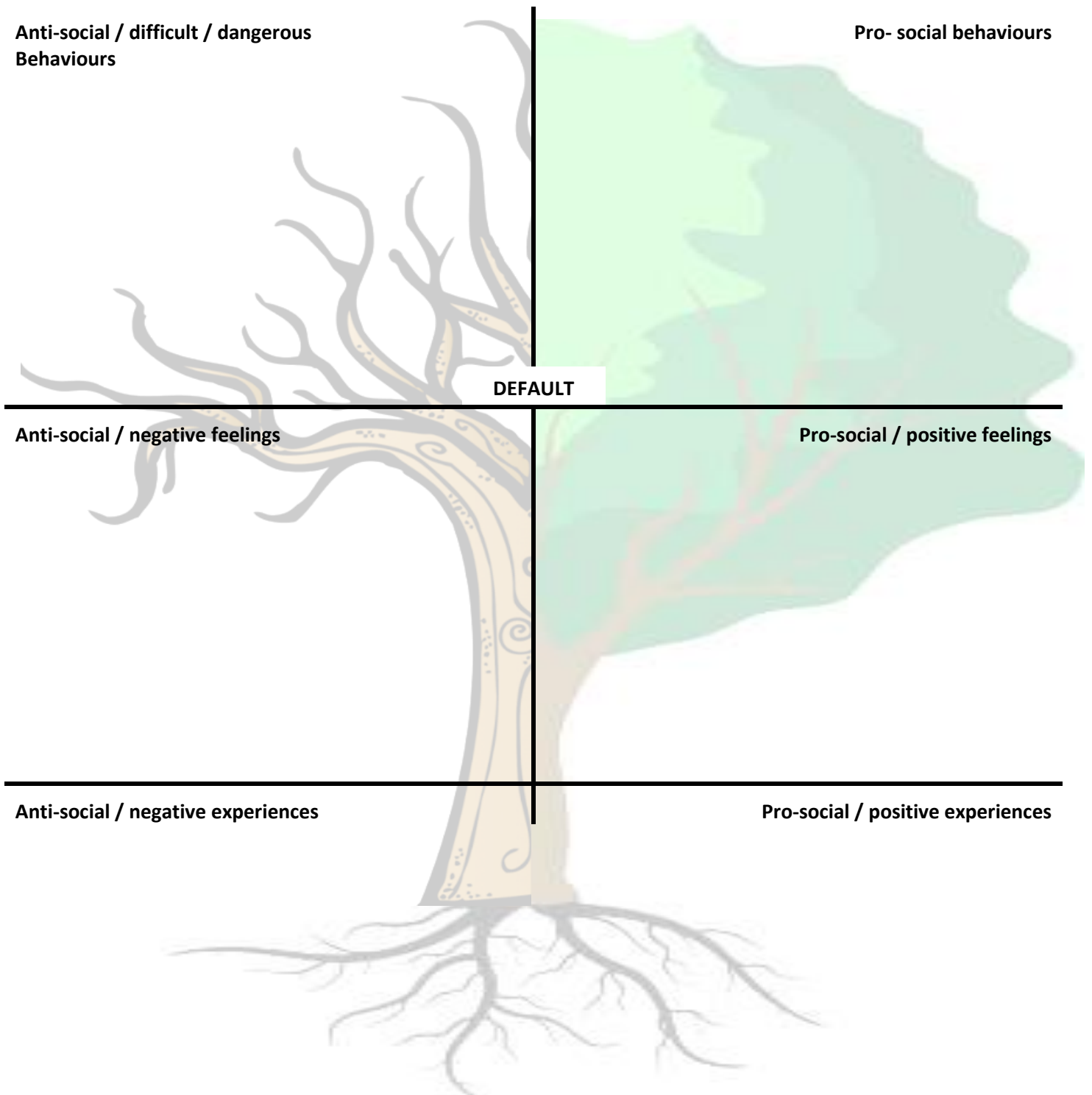
Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

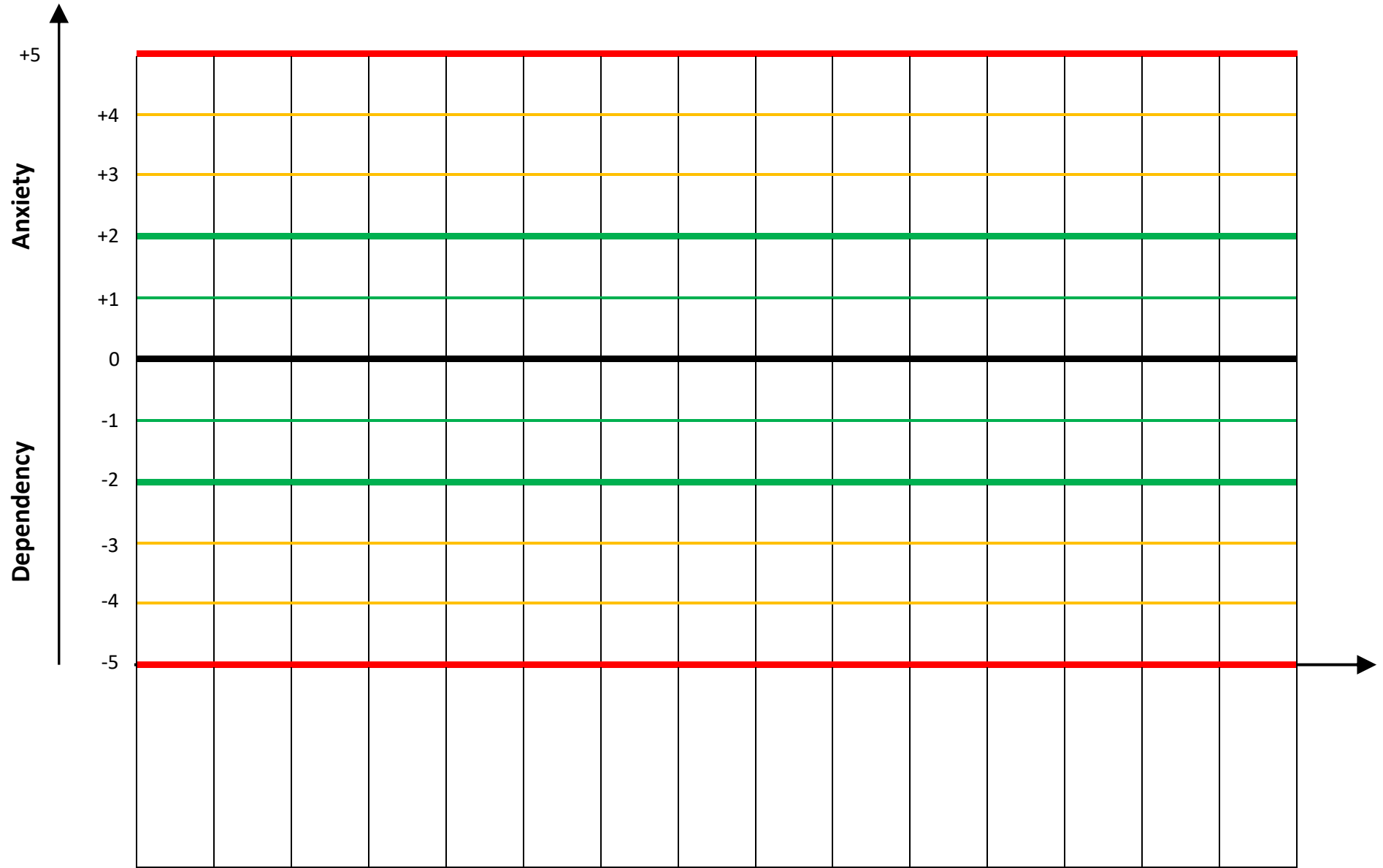
Signature of Young Person.....Date.....

Appendix 2: Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Appendix 3: Anxiety Mapping



Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	+2	These items run the risk of overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 9. 10. 11.	Monitoring needed 9. 10. 11.
	-2 - -5	These areas have developed an over reliance 12. 13. 14.	Differentiation needed to reduce this over reliance 12. 13. 14.

Appendix 4: Persistent low level behaviours presented in class.

Individual Children

1. **Resetting/revising** classroom learning behaviour expectations which are then reviewed weekly/daily as needed
2. **Non-verbal reminder** (pause and look to acknowledge the behaviour)
3. **Positive praise** for those around the child who **are** demonstrating expected behaviours
4. **Disempower** disruptive behaviour by moving target children around the disruptive child
-Script: 'Name', come a move/sit here so you can really show your best learning
5. **Engage verbally** with the child
-Script: 'Name' Show me that _____ Thank you!
6. Look for and give genuine **positive reinforcement**
7. **Educational/protective consequence**
8. **Repair and restore**

Whole Class

1. **Resetting/revising** classroom expectations
2. **Non-verbal** reminder. A pause and look
3. **Positive praise** for the few children who are meeting expectations by drawing in children who are meeting expectations
4. **Engage** the whole class **verbally** 'Year ____, show me that _____, Thank you. '
5. Genuine **positive reinforcement**
6. **Whole class educational consequence.**
7. **Repair and Restore**

Escalation:

When consequences need to be given regularly, the following actions must be taken:

-Letter to parent outlining unacceptable behaviours and their consequences

-Parent meetings scheduled to discuss letter in more detail and outlines ways for home and school to work together for the best outcomes for the child

-This may result in changes or additions to current provision. These may include: Mini reflection books used to monitor daily engagement, change to seating plan, classroom responsibilities etc.

-Monitor and review regularly with both child and parent

Appendix 5: Solving a behavioural incident using the '6 Thinking Hats'

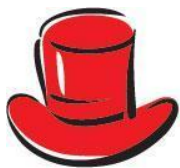
Child/ren:

Adult:

Date:



Who was involved and what happened? Draw or write your response.



How did/do you feel about what happened? How do you think....was and is feeling?

What were you thinking when....? What was going through your mind?



What would you have liked to happen; what would you have preferred?



What 'barriers or obstacles or difficulties' got in the way and have to be overcome?



What ideas can we come up with to put this situation right?



What can we agree to do to ensure that the 'preferred future' can happen next time?

What consequence need to be part of this plan?