

# Aycliffe Village Primary and Nursery School

## Behaviour Policy



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## Aycliffe Village Primary and Nursery School

### Behaviour Policy

At Aycliffe Village Primary and Nursery School, we recognise that behaviours are driven by a range of contributing factors and are not always straight forward. Behaviour is often reflective of an underlying need and therefore, as staff, we want to not only manage behaviour but to teach the children to understand, manage their behaviours to promote positive relationships and experiences with others. Aycliffe Village Primary and Nursery School have undertaken training to better understand children emotional needs through restorative approaches, team teach, managing behaviours which concern and Zones of Regulation.

At Aycliffe Village Primary and Nursery School, we believe that appropriate behaviour is necessary for effective teaching and learning to take place and in order to achieve this we have high expectations of our pupils' behaviour. The achievement of such standards will involve praise and rewards, positive relationships between school staff and pupils, and stimulating and effective teaching and learning. It will also involve, in some circumstances, the application of sanctions and consequences.

The aim of our School Behaviour Policy is to create a school ethos which is fair and consistent and which establishes a safe, orderly, positive and happy environment in which our children should flourish.

#### We aim:

1. To develop understanding of behaviour relevant to individual children and within the context of need.
2. Support a flexible approach to behaviour management in the same way we adapt for children's learning needs.
3. To provide the incentive for children to make the positive decision, to choose appropriate behaviour, by a system of rewards.
4. To develop consistency of behaviour management amongst staff so all adults are well regulated in their response and children receive consistent messages.
5. To develop skills in relation to positive and respectful relationships and foster those relationships within the whole school community (parents, staff, governors etc.)

Clear expectations for our pupils are co-operatively agreed and pursued to ensure high standards of behaviour and work.

A system of rules, rewards and consequences appropriate to the age of the children has been developed by staff and children. The relevant system is displayed in each classroom.

#### Scope

This policy should be read in conjunction with the following policies:

- Antbullying policy
- PSHE/SRE and SMSC

- Equality and Diversity
- Online Safety
- Health and Safety
- Special Educational Needs and Disabilities
- Accessibility Plan
- Keeping Children Safe in Education

### Developing a greater understanding of behaviour

Staff at Aycliffe Village Primary and Nursery School recognise that behaviours are a form of communication. Challenging behaviour may for example reflect

- Sensory overload
- A sense of feeling unsafe
- Fear of anxiety
- A need to be noticed
- Tiredness

Staff at Aycliffe Village Primary and Nursery School are committed to knowing children within school and recognising them as individuals. Class structures change throughout the day and therefore it is important that we work closely together sharing information to ensure they have a wider understanding of the individual circumstances and can apply this when managing behaviour.

Staff draw upon their understanding and skills developed through CPD and work with external professionals to support them in recognising and understanding behaviours e.g. Behaviour interventions support. Following training within school we consider ourselves to be an attachment aware school. This means we recognise the importance of relationships within a person's life. We seek to develop and encourage positive relationships in all we do. It also means that we recognise some children have particular difficulties relating to attachment that require additional sensitive support e.g. a bespoke curriculum.

In order to provide the above we are committed to promoting staff wellbeing and ensuring adults in school are well regulated so they can support children effectively.

### Our school values:

At Aycliffe Village Primary and Nursery School, we encourage children to manage and recognise their own emotions and behaviours where possible. Therefore, our school values are:

- Resilience
- Respect
- Responsibility

### Managing behaviour across the school

Rather than creating a climate where inappropriate behaviours are recognised and take up a large proportions of teaching time as a school we have chosen to minimise this and focus on positive behaviours for teacher time and recognition. We use reflection as a safe space where children can work with staff to reflect on their behaviours and discuss what they might change about their behaviour moving forward.

Staff will recognise praise, and reward stickers, certificates, golden acorns etc. Praise given will be specific so children know exactly what they are being praised for. This means that the praise children receive is genuine and links to specific aspects of their behaviour where they have gone above and beyond – good behaviour is the expectation.

In addition to this, at the beginning of the year pupils in each class draw up their own code of conduct with the teacher, which everyone agrees to. *Unicef Rights of the Child Article 12*

### Rewards:

- Praise
- Stickers
- Golden Acorn
- Weekly certificates in celebration assembly

### Consequences:

All classrooms have a Golden Acorn Tree display which provides a visual prompt to the consequences that are used.

The children's names all sit in the tree. When children achieve something which is to be celebrated they can receive a golden acorn sticker and move to the centre of the tree.

### A graduated response to sanctions

- Stage 1- Verbal warning to pupil
- Stage 2- Second Verbal warning to pupil
- Stage 3- Third verbal warning to pupil - 5 minutes reflection at next available break and incident recorded on CPOMS and parents informed if the behaviour has not improved over the course of the day.
- Stage 4- Meet with a member of the SLT who will contact parents/carers about behaviour
- Stage 6 Exclusion from school.

Stages 1, 2 and 3 may be omitted depending on the severity of the inappropriate behaviour, e.g. continuing to refuse to follow instructions, physical violence, threatening adults, fighting, leaving the premises without permission, continual blatant defiance.

Teachers records incidences on CPOMS.

### Restorative approach

Restorative approach encourages pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and honesty.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to (*Unicef Rights of the Child Article 12*).

### Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

*What happened?*

*What were you thinking when it happened?*

*What were you feeling?*

*Who has been affected?*

Older children may need time to reflect before discussing the incident.

We might also say to our pupils:

*What would you think if this happened to you?*

*How can we put this right?*

*What could you do differently next time?*  
*What other choice could you have made?*  
*How could you make sure this doesn't happen again?*

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

### Zones of Regulation

To support children in their emotional wellbeing we use the zones of regulation to develop children's self-regulation and support them in recognising their changing feelings and emotions as perfectly normal. There are a range of strategies linked to the different emotions to support regulation and select strategies to regulate themselves so they feel calm and safe within school.

The Zones are:

- Green Zone
- Blue Zone
- Yellow Zone
- Red Zone

For some children these may be tailored more specifically to support their individual needs. This will be displayed in all classroom and communal areas around school so that children are able to use them as required.

### PSHE

Our PHSE and SRE policy are focused on developing positive relationships. We use Jigsaw to deliver this. The curriculum promotes good physical and mental health. We aim to teach children the importance of mental health through structured sessions and also our passport system which focuses on the development of specific elements of relationships and resilience within school.

Our themes link to:

- Respectful
- Resilient
- Unique
- Empathetic
- Inventive

### In the Playground

We aim for our playground to be a safe and happy space where children enjoy time outdoors. We recognise that unstructured times are challenging for some children because of this, we have provided children with access to safe spaces. During unstructured times some children require additional support such as visual timetables and social stories so they begin to manage their unstructured times more effectively. As a school, we try to use restorative approaches and conversations to avoid children missing playtimes.

### Support for pupils causing concern

The following structures exist within the school to support pupils whose behaviour is causing concern. In all cases parental involvement is essential.

- Placement on the SEN Register Pupils on the register are monitored by the SENCO and appropriate targets and interventions are put in place.
- For pupils who display continuous, disruptive behaviour, school will liaise with wider agencies to seek support and assess the needs of the child e.g. EWEL Team, CAMHS.
- Development of a Personal Support Plan or risk assessment linked specifically to behaviour.

### Positive Handling

Risk management is regarded as an integral part of our respect and positive relationships policy. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts which have proved to be ineffective or which caused problems in the past.

Positive Handling Plans should be considered along with the child's special educational need and any other planning document relevant to the pupil. They should consider age, level of physical, emotional and intellectual development, special needs and context. Any medical issues must be written into positive handling plans e.g. heart problems, asthma, as well as any techniques not to use. All teachers/adults in class, parents, head teacher and at least one Team-Teach trained member of staff must be familiar with a child's positive handling plan.

### Risk Assessment

Risk assessments are required for children who display challenging behaviour. Planned physical intervention may be a planned response for specific children if staff are aware of emotions being triggered to support the child in de-escalating their behaviour and regulating their emotional state in a safe environment and will be stated in their support plans/other relevant documentation. This differs from emergency use of restrictive physical restraint where a pupil behaves in unforeseen ways. Research evidence clearly shows that injuries to staff and pupils are more likely when the intervention is not planned. An effective risk assessment procedure, along with well-planned preventative strategies (individual positive handling planning and my plan), will help to keep emergency use of restrictive physical interventions to an absolute minimum.

Staff should be aware that in an emergency situation, the use of reasonable and proportional force is permissible if it is the only way to prevent injury or serious damage to property. Whenever practicable, before physically intervening a staff member should attempt to resolve the situation by other means. A calm and measured approach to a situation is needed and staff members should never give the impression that they have lost their temper, or are acting out of anger or frustration.

The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that the physical intervention will stop if it ceases to be necessary.

Responsible staff should think ahead to anticipate what might go wrong when creating a risk assessment. When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this child's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?

- What further steps can we take to prevent challenging behaviour from developing into dangerous behaviour?

### Positive Handling / Team Teach

If a child is endangering themselves, a member of staff or another child, we deem it necessary to use Positive handling / Team Teach. Most staff have been trained and have a duty to act whether that is in the use of restraint or seeking help. It should be necessary, proportionate and justifiable and only used to prevent serious harm. Positive handling / Team Teach applies to all children but we may seek permission in advance from specific parents where we think this intervention may be necessary. Risk assessment for vulnerable children will be in place. All Positive handling / Team Teach will be recorded on CPOMS and if necessary in a bound book.

**All members of staff have a legal power to use reasonable force.** This power applies to any member of staff. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In school, force would only be used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and always depends on the individual circumstances.

### Team-Teach

The majority of staff in school have received Team Teach training and are able to carry out the taught techniques if/when necessary. The skills and techniques taught on a Team-Teach course are as a result of an ongoing risk assessment in an effort to safeguard everyone involved in an incident where physical interventions are necessary. Team-Teach techniques seek to avoid injury to the service user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. It is also recognised that staff may choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances after completing a dynamic risk assessment.

### Recording

All incidents of unacceptable behaviour should be recorded and logged on CPOMS (school's safeguarding and child protection software), written by the member(s) of staff observing the incident within 24 hours and alerting all members of SLT when submitting it.

The record should indicate:

- the names of staff and pupils (and any other parties) involved
- the reason for using the restrictive physical intervention employed
- the type and duration of the restrictive physical intervention
- whether the pupil or anyone else experienced injury or distress and, if they did, the action that was taken
- Relevant behavioural information e.g. SEN documentation, referrals, reports, positive handling plans, risk assessments etc. will be uploaded here and added to chronologies

Records of restraint must be retained and kept accessible for 25 years after the D.O.B. of the child. Positive handling plans, risk assessments and the behaviour policy for the previous academic year must also be kept. An incident log must be completed on CPOMS to record any injuries that result from the use of restrictive physical intervention. Incidents of restrictive physical intervention will also be recorded in a numbered incident book which is kept in the headteachers office.



### Parental involvement

A Home/School Behaviour Agreement is issued to the parents of entrants to our school. Each parent is invited to sign a declaration that they agree to support this policy.

Parents are informed at an early stage, and their help and co-operation sought if a child begins to display regular inappropriate behaviour. Parents will also be informed and may be asked to meet with the class teacher or Headteacher if a serious incident occurs.

Children should be able to come to school confident that their rights will be respected and also be prepared to respect the rights of others.

The rules within school exist to ensure this mutual respect and to prevent injury to people, damage to school premises and personal property.

### Exclusions – Fixed Term Exclusion

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted’ DfE 2022.

Listed below are some examples of behaviour/types of incidents that may lead to an exclusion. Persistent examples of these behaviours may lead to permanent exclusion:

- Verbal abuse to staff, other adults or pupils
- Deliberate damage to property
- Bullying, including homophobic or racist bullying
- Theft
- Persistent defiance or disruption
- Assaults or fighting with other pupils
- Offences relating to the misuse of technology which is detrimental to staff/pupils/the school
- Behaviour which calls into question the good name and reputation of the school
- Endangering the safety of others.
- Sexual misconduct
- Possession of drugs/alcohol and related offences

In the absence of the Headteacher, the Deputy Headteacher will authorise fixed term exclusions. Following a fixed term exclusion, the parent and child will be requested to attend a reintegration meeting with the Headteacher.

### Permanent Exclusions

The Headteacher’s decision to exclude a pupil permanently should only be taken:

- In response to a serious breach of conduct
- In response to persistent breaches of the school behaviour policy
- Where allowing the student to remain in school would seriously harm the education or welfare of other students/staff in the school.

### References

DfE, (2022) School suspensions and permanent exclusions. Available at:

<https://www.gov.uk/government/publications/school-exclusion> (Accessed: 29.10.2022)