



OUGHTON PRIMARY & NURSERY SCHOOL

Promoting Positive Behaviour Policy

Policy Approval Date: September 2023

Approved by the Full Governing Body Meeting please see minutes dated September 2023

Review Date: September 2024

This Policy links to the Disability Equality Scheme and Accessibility Plan, Preventing and Dealing with Racist Incidents, Against Bullying Policy – Pupils, Online Safety Policy, Child Protection Policy and SEND Policy, Restrictive & Physical Restraint and Exclusion Policy and the DFE guidance on Exclusion.

Purpose

The Positive Behaviour Policy at Oughton Primary & Nursery School is a clear structure to provide clarity of expectation for our school community; staff, parents and pupils at Oughton Primary & Nursery School.

Aims:

We aim to promote positive behaviour throughout our school. We encourage cooperation, consideration and good manners, all of which link in to how we promote British Values for strong citizenship. In order for children to thrive, they need to feel appreciated, safe, secure and understand clear boundaries. Each child is valued as an individual and respected by all staff. We practice and promote positive, considerate and respectful behaviour; staff are encouraged to regularly use praise and positive reinforcements to ensure that children gain a sense of their own value and self-worth.

Roles and Responsibilities a Shared and Consistent Approach:

At Oughton Primary and Nursery School, every member of staff shares a responsibility to work together to implement the Positive Behaviour Policy, using a consistent and shared approach and acting as positive role models. The responsibility for day to day rewarding for good behaviour or for dealing with incidents of poor behaviour rest firmly with the class teacher who will work in conjunction with all other staff and the parents to ensure appropriate behaviour is recognised and reinforced.

All members of the school community have a responsibility to:

- Move around the building and grounds with care
- Respect and take pride in the school environment
- Respect others' property
- Work co-operatively in class with adults and fellow pupils

Governing Body

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation

Headteacher

The Headteacher and Assistant Headteacher for Inclusion are responsible for reviewing this behaviour policy.

The Headteacher and the senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for implementing the behaviour policy effectively and modelling positive behaviour. Where necessary they will provide a personalised approach to the specific behavioural needs of particular pupils. If needed they will record serious or ongoing behaviour incidents and report to appropriate member of senior leadership team. Staff should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour and encouraging parents to celebrate pupils' successes. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Pastoral Support Team- (Headteacher, Assistant Headteacher for Inclusion, Pastoral Manager and designated Teaching Assistant)

The Pastoral Support Team are responsible for:

- Supporting staff to implement the behaviour policy effectively
- Supporting staff to provide a personalised approach to the specific behavioural needs of particular pupils
- Supporting staff to complete analysis paperwork such as Roots and Fruits, Anxiety Mapping etc.
- Supporting staff with writing Emotional Regulation Plans and where necessary Risk Reduction Plans
- Provide annual Hertfordshire STEPS refresher training
- Refer pupils for external agency support where necessary
- Monitoring behaviour logs
- Holding sessions for parents to help them understand the school's behaviour policy.

Links With Home: Support for Parents and Carers

At Oughton Primary and Nursery School we have a Pastoral Support Manager who works closely with staff and outside agencies to help understand children's needs as well as those of parents and carers.

The aims of the Pastoral Support Manager are:

- to engage and build good working relationships with parents, children, staff and
- other agencies

- to work holistically and effectively with parents in ways that will help improve their children's well-being.
- to provide relevant information about the appropriate support services available for parents to improve their skills.
- to run coffee mornings
- to provide visual resources to use at home to promote and support positive behaviour.

Pupils:

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

The School Behaviour Curriculum

At Oughton Primary and Nursery School we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Opportunities are intentionally planned and delivered through both the formal and informal school curriculum.

Assemblies / Curriculum

Spiritual, Moral, Social and Cultural Development is promoted not only through our curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection.

As part of our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games where they learn and discuss what good behaviour means and how to resolve situations where they are unhappy about their own behaviour or that of others. Teachers use lessons (often 'Circle Times style discussions') when particular issues arise in their classes or the playground that are affecting the learning or wellbeing of the children.

Children are given many opportunities to work collaboratively in class, which helps them to share and take turns, listen to others and value their opinions.

Children are encouraged to recognise that we are all different and to respect this. Jigsaw also promotes positive behaviour and promote positive actions, discussing concerns and feelings.

Worry Boxes and Networks of Support

Pupils have the opportunity to share any problems, worries or issues they may have in the class worry box. The boxes are checked weekly by a pastoral member and the Year 6 Wellbeing Ambassadors. There are also pastoral interventions run across the whole school where needed. Each pupil also completes a Network of Support which are reviewed at least once in the academic year. This highlights the adults that the children feel they can go to if they are struggling.

Responsibility

In Year 6, individual children are rewarded as Head Boy and Head Girl, Deputy Head Boy and Deputy Head Girl, Ambassadors plus Wellbeing Ambassadors. These pupils are nominated by the Senior Leadership Team and their previous teacher for being positive role models. In Year 6, children have also been nominated as Ambassadors and Wellbeing Ambassadors as role models and these children will help support pastorally across the school, joining our Pastoral staff team for meetings. Across the year groups, pupils are picked to represent Oughton Primary & Nursery School at musical, sport events and award ceremonies. The School Council, picked through pupil voting system, promotes positive leadership and focuses upon encouraging good behaviour. Meetings discuss issues and the concerns of pupils and decisions are made to improve the school further.

The way children learn behaviour:

At Oughton Primary and Nursery we understand that children learn behaviour through:

- Their relationships
- Patterning and copying
- Reminding
- Repetition and structure
- Clear and agreed boundaries
- Praise and reward when successful
- Comfort when not successful

The way we teach positive behaviours:

At Oughton Primary and Nursery we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

Rewards and Positive Reinforcement

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation All staff have their own reward systems within their classrooms to encourage, recognise and praise good behaviour.

Classroom reward systems may include:

- Praise – verbal from Class Teachers / Educational Support Staff; Assistant Headteachers; Head Teacher
- Written praise in books
- Name displayed on smiley face
- Reward charts
- Classroom certificates
- Stickers
- Star of the week or Star of the day
- Photos displayed in classroom
- Parents informed of positive behaviour via letter or phone call.
- Table points

Oughton Primary & Nursery School encourages whole school rewards, promoting team work and individual success through rewards such as:

- Certificates as a reward for positive behaviour.
- House Points – announced on a regular basis between the 4 houses and on display.
- Superstars Awards – given in assembly in front of all other pupils and parents/carers
- The Golden Book - entry into special book and Head Teacher gold sticker, plus name part of display for exceptional work and or continued good behaviour. A certificate is sent home to parents.
- Positive Play Award

(Examples see Appendix 2)

Consequences:

All staff use positive strategies for handling any inappropriate behaviour by helping children to find solutions in ways which are appropriate for the child's age and stage of development. For example acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so they can learn a more appropriate response in the future.

It may simply involve asking the child the following questions;

- 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 you learned?
- What would you do differently next time?

Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behaviour does occur, the child will not be humiliated or isolated, and staff are mindful of the child's individual circumstances, their level of development and any other contributing factors. We believe that a child showing inappropriate behaviour must be given the opportunity to consider their actions and be able to choose to behave appropriately or accept the consequence should they continue to misbehave. The

consequences given to the child will vary according to age and the type of inappropriate behaviour observed.

A variety of consequences can be put in place, depending upon the behaviour exhibited.

- Missing playtime, part of playtime or lunchtime.
- Child being spoken to by a Senior Member of Staff.
- A lunchtime reflection time with a Senior Member of staff and parents informed of this. An incident record filled in and then entered into the Arbor computer system.
- Exclusion - when a child behaves in an extreme way. Internal exclusions are given and on some occasions, external exclusions.
- The decision to permanently exclude a pupil is not taken lightly. This may be considered if it is felt that the school can no longer meet the pupil's individual needs. Outside Agencies are involved at this point.

(See Appendix 3)

Procedures for behaviour support:

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

1. Think: Analysing and Understanding Behaviour:

Staff teams monitor and track pupil behaviour in order to identify triggers/ key areas/times of the day in which pupils are finding things difficult. An Anxiety mapping pro forma is available for staff to track and record pupils' behaviour. In order to understand pupil behaviour a Roots and Fruits Tree should be completed to identify and discuss the reasons or experiences that are causing the behaviours. **(Appendix 4)**

2. Plan: Promoting Positive behaviour:

A Predict and Prevent Plan **(Appendix 4)** may be written after completing Anxiety Mapping or if more detail is needed an Emotional Regulation Plan **(Appendix 5)** is put in place to support identified behaviour(s) of concern with agreed strategies/rewards/sanctions as appropriate. This is shared with all staff working with the pupils, the pupils' parents and (if appropriate) the pupil themselves. Plans are to be monitored and reviewed on a fortnightly/ monthly/half termly/termly basis as appropriate.

3. Respond: Responding to challenging behaviours:

A graded approach must always be used when supporting pupils who are displaying challenging behaviour. These include:

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support:
- Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Limited choice e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing" - Talk to me here or in the courtyard"
- Disempowering the behaviour e.g - "You can listen from there" - "Come and find me when you come back" - Come down in your own time"
- Use of a De-Escalation Script e.g - Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong"
- Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"

- Offer a “get-out” (positive phrasing) – “Come with me and.....”
- Time Out: timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time.

Monitoring and Evaluation

All incidents, positive and negative are recorded on Arbor by class teachers and SLT. Incident Record Sheets (**Appendix 3**) are used to give more information from TAs and MDSA’s. These are put onto Arbor by class teacher or SLT. The Incident Records on Arbor gives an account of the behaviour seen and consequences given. The incidents on Arbor are monitored by Class Teachers, Assistant Headteacher for Inclusion and Behaviour Support Teaching Assistant. Behaviour (positive and negative) is discussed during Open Evenings with Parents and Carers and during individual meetings if necessary. Records of positive and negative incidents will be logged on Arbor and in cases of high level behaviour on CPOMS. This enables an analysis of behaviour to be undertaken to look at patterns or triggers.

Positive Physical Contact – Herts Steps: to be read in conjunction with Hertfordshire Model Policy for Physical Intervention.

At Oughton Primary and Nursery we recognise the importance of positive physical contact for some of our pupils. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground
- Calming/reassuring/comforting contact with a child that upset or injured
- Guiding a pupil/child away from a situation or location
- Supporting a pupil in PE/Drama activities
- Using hand on hand/arm support in a lesson

Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable. Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

Planned physical intervention can be viewed as positive, because it is committed to keeping children and adults safe in a variety of settings.

On some occasions there may be a need to physically intervene/support pupils in order to keep them safe or where there is a clear risk.

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All school teaching staff, teaching assistants and MSAs are trained in the

use of Herts Steps (as advised and supported by Herts County Council). Staff have an initial one day training course that covers behaviour management and supportive guiding techniques (**see Appendix 6**)

Recording and reporting

The use of a Restrictive Physical Intervention, whether planned or unplanned (emergency) must always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident, in a book with numbered pages. The written record should indicate:

- The names of the staff and pupils involved
- The reason for using a Restrictive Physical Intervention (rather than another strategy)
- The type of Restrictive Physical Intervention employed
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The date and the duration of the intervention
- Whether the pupil or anyone else experienced injury or distress and, if they did, what action was taken

Racist, Homophobic and Bullying Incidents

Racist, homophobic or bullying incidents are not tolerated at Oughton Primary and Nursery and are dealt with accordingly. All incidents of this sort are reported to the Local Authority and records are kept. Please see the Anti bullying and Preventing Racist Incidents Policies for more information on this.

Special Needs and exceptional circumstances

Oughton Primary and Nursery School have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Also under the Children and Families Act 2014, Oughton Primary and Nursery have a duty to use their 'best endeavours' to meet the needs of those with SEND. If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and Oughton Primary and Nursery School must co-operate with the local authority and other bodies.

We understand that for some children, additional support will be needed to support them in displaying prosocial behaviour and developing an internal discipline. Specific children may have Emotional Regulation Plans including root and fruits, anxiety mapping and Risk Reduction Plans in place (where appropriate). These plans will be overseen by the school's Assistant Headteacher for Inclusion as well as class teacher, parents and the child. The school will make appropriate use of referral procedures and work collaboratively with external agencies to provide behavioural support when required.

Oughton Primary and Nursery will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

As part of meeting these duties, staff at Oughton Primary and Nursery School will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the staff to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Oughton Primary and Nursery School will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism
- Preparing a child for a change in routine or staffing

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Pupil Transition

Moving into a new year or a new school can be a challenge, particularly for vulnerable children. At the end of each year all children meet their new teacher and spend some time getting to know them. In addition, children who find change a particular challenge may meet their teacher individually, sometimes with their parents. The teachers all meet to have a handover meeting where any Educational, Health, Care Plans, Individual Support Plans, One Page Profiles, Emotional Regulation Plans etc. are passed on to the new teacher.

Staff will have time to exchange information about children. In addition, North Hertfordshire Schools run a day where primary schools can exchange information with secondary schools in order to ease the transition for Year 6 going into Year 7.

Any children that have been absent due to health needs or attendance issues will be supported back into school and staff will share the expectations for behaviour and put any plans in place that are required to support a smooth transition. This also includes children that may have a reintegration meeting after a suspension (see Oughton's Exclusion Policy for more information).

Child-on-child abuse

At Oughton Primary and Nursery School we create a culture where:

- children feel confident to speak out if they have a concern about their own or another child's safety
- adults feel confident to recognise and respond to safeguarding and child protection concerns.

We feel it is important to talk to children from a young age about where they can go to get help if they don't feel safe or are worried about something. Each child completes a Network of Support and this is reviewed at least once in the academic year.

Through our Jigsaw curriculum and RSHE lessons we discuss healthy relationships.

The children at Oughton Primary and Nursery have the NSPCC PANTS Talk each year to explore the Underwear Rule. This explores the difference between appropriate and inappropriate touch.

All children receive online safety lessons as part of the curriculum.

Responding to incidents of child-on-child abuse:

All staff at Oughton Primary and Nursery School are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff are clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. This is ensured by all staff reading the Child Protection Policy and signing to say they have read it and understood their roles and responsibilities.

All staff at Oughton Primary and Nursery School understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff will report any concerns to a DSP.

Support and Training for all Staff

Behaviour management training and physical intervention skills are taught to staff as part of the Herts Steps training. However, additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours

Exclusion:

Oughton Primary and Nursery school follows the Hertfordshire Guidelines for exclusions, both fixed-term and permanent. The school adheres to the DFE guidance specified in 'Suspensions and Permanent Exclusion from maintained schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with legal Responsibility in Relation to Exclusion-July 2022'. Please see our website or link below for guidance on this and see our Exclusion Policy.

<https://www.gov.uk/government/publications/school-exclusion>

Exclusion is considered the very last resort and the decision is not taken lightly. The decision to exclude must be lawful, reasonable, rationale, proportionate and fair. Wherever possible the school engages in early intervention to prevent challenging behaviour and support the pupil to remain in school.

Repeated, inappropriate behaviour, which is not improved through recovery programmes, Parental involvement or sanctions may result in fixed term or permanent exclusion of the pupil. The decision to exclude can only be taken by the Headteacher. A letter is sent to Parents, detailing reasons for the exclusion and the period of the exclusion. If the exclusion is a fixed term, a date is set for an integration meeting with identified staff, Parents, child and the Headteacher. Targets and a support plan is put into place at this time.

Parents can appeal against the Headteacher's decision by contacting the Governing Body, who will then follow the Government statutory guidance regarding appeals.

Foundation Stage




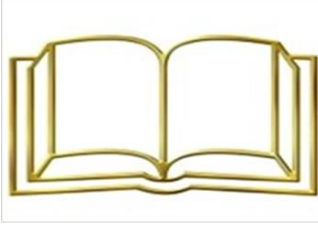
Appendix 1 - Acronyms

AH	Assistant Headteacher
HT	Headteacher
IEP	Individual Education Plan
PSHE	Personal, Social and Health Education
PST	Pastoral Support Team
SEN	Special Educational Needs
SLT	Senior Leadership Team
TA	Teaching Assistant

Appendix 2

Oughton Primary and Nursery School Reward System

To recognise pupil's achievements and/or positive behaviour Oughton Primary & Nursery School has the following rewards in place to provide positive reinforcement.

Type of Reward	Actions
<p>Verbal Praise </p>	<p>Member of staff verbally acknowledges your achievements/behaviour</p>
<p> Class Rewards (Sticker, table points, levels etc.)</p>	<p>You will be given an in class reward from your teacher.</p>
<p>House Points (1, 20, 50, 100, 150, 200, 250, 300)</p>	<p>You will receive a House Point and the more you receive you will be given a House Point certificate from Mrs Clayton in assembly (e.g. 20 House Point Certificate). Well done.</p> <p>At the end of term the winning house will receive a treat!</p>
<p>Positive Play Award</p>	<p>A midday supervisor will choose you for a Positive Play Award for your achievements/behaviour at lunch time and you will receive the certificate in assembly.</p>
<p>Superstar Award </p>	<p>You will receive a Superstar Certificate in assembly and your parents will be invited to come to assembly.</p>
<p>Golden Book </p>	<p>Congratulations! This is the highest reward and you should be very proud of yourself for achieving this.</p> <ul style="list-style-type: none"> You will be sent to Mrs Clayton or Mrs Phillipson or Mrs Smith who will give you a sticker and certificate to take home to show your parents. Your name will be entered in the Golden Book which is displayed in the front entrance. You will be asked to stand up in assembly and have your name will be read out. If you are entered into the Golden Book 3 times you will receive a special certificate and a gift, plus your parents will be invited to come to assembly to see you receive your rewards. If you are entered into the Golden Book 5 times you will receive a £5 gift voucher in assembly and your Parents will be invited to come and see you receive your reward. <p>WELL DONE</p>

Appendix 3

Oughton Primary and Nursery School

Examples of types of ***classroom & playground*** behaviour at each level and sanctions:

Type of behaviour	Sanctions
<ul style="list-style-type: none"> • Calling Out • Distracting others by muttering, fidgeting, fiddling etc. • Swinging on chairs • Pushing and talking in a line or queue or carpet • Drawing on books or dropping litter 	<p>You will be given a verbal reminder of expected pro social behaviours</p> <p>(see sanctions for persistent behaviour if it continues)</p>
<ul style="list-style-type: none"> • Being rude to an adult or answering back • Refusing to carry out a reasonable request or attempt work including homework 	<p>Time out within the classroom and discussion with class adults to repair and restore relationships.</p> <p>(see sanctions for persistent behaviour if it continues)</p>
<p>Persistent:</p> <ul style="list-style-type: none"> • For choosing not to change behaviours and persistently demonstrating the behaviour 	<p>You will receive time out in another class</p> <p>Catch-up time from playtime/lunchtime.</p> <p>Your parents will be informed of persistent behaviours and targets set.</p>
<ul style="list-style-type: none"> • Swearing at someone or offensive language • Damaging property intentionally • Confrontational behaviour • Choosing not to change behaviours. • Name calling – including racism, cultural and gender • Bullying behaviour 	<p>This is serious.</p> <p>You will have reflection time of 45 minutes with SLT at lunchtime. An Incident slip is completed and sent to the member of staff on reflection time duty.</p> <p>Your parents will be informed by class teacher by telephone and a meeting arranged if needed.</p>
<ul style="list-style-type: none"> • Bullying - continual • Stealing • Physical violence against pupils and adults • Fighting • Biting with intent <p>This is not an exhaustive list and there may be other situations deemed at this level by the Headteacher.</p>	<p>This is very serious. An Incident slip is completed to ensure a clear record of the behaviour is kept. Incident slip sent to Head / Assistant Headteachers.</p> <p>Your parents will be contacted and requested to come straight into school.</p> <p>Head / Assistant Headteachers to decide consequences.</p> <p>Possible consequences:</p> <ul style="list-style-type: none"> • Police contacted • Child to spend rest of the day in seclusion with HT/DH/SLT supervision. • Exclusion <p>You may be at risk of being excluded.</p>

Appendix 3

Behaviour Incident Form

Please ensure all details are completed to enable accurate information is recorded onto Arbor

Childs name:	Date of incident:
Other Children involved:	

Incident details:

Incident Type	✓
1+-Persistent low level behaviour	
2-Being rude/answering back to an adult	
3-Not changing persistent L2 behaviour	
3-Minor Confrontational Behaviour	
3-Retaliating to Confrontational Behaviour	
3-Innapropriate language being used around school	
3-Continously being rude	
3-Provoking others	
3-Refusing to carry out reasonable requests from adults	
4-Swearing/Offensive language at someone	
4-Damage property intentionally	
4-Confrontational behaviour	
4-Aggressive behaviour inc pushing, grabbing, shoving	
4-Not changing persistent L3 behaviour	
4-Name calling inc racism, cultural and gender*	
4-Bullying behaviour*	
4-Continuously not completing homework	
5-Bullying continual*	
5-Theft	
5-Physical violence towards an adult	
5-Physical violence towards a pupil	
5-Cyberbullying*	
5-Fighting	
5-Biting with intent	
Other (Minor incident)	
Other (Major incident)	

*Type of Bullying – if required	✓
Gender Incident	
Homophobic Incident	
SEND Incident	
Religious Incident	
Other vulnerable characteristic incident	

Activity Type	✓
English	
Maths	
PE	
RE	
Science	
Any other National Curriculum subject	
Break time	
Lunch time	
Playing Football	
School Visit	
In class	
Working in a group in class	
Working in an intervention group in class	
Working in an intervention group outside the class	
Working in pairs	
Working individually	
Assembly	

Location	✓
Corridor	
Classroom	
Classroom locker area	
Dining Hall	
Detention	
Reception	
Gym	
Toilets	
Playing Field	
KS1 Playground	

Location	✓
KS2 Playground	
Lime – EYFS Dining Hall	
Outside eating area	
To/From School	
In Walkway	
ICT Suite	
School Hall	
Headteachers office	
FS Playground	
Nursery	

Time	✓	Time	✓
Before School Hours		PM Registration	
AM Registration		Afternoon Session 1:00-3:15	
Morning session (1) 9:00-10:30		End of School	
AM Break		Between School Hours	

Morning Session (2) 10:45-12:00		After School Hours	
Lunch Break			

What happened? / Further information

Primary de-escalation techniques used (please state order in which they were used)		
Verbal advice and support		Offering services of other staff
Calm talking		Informing of consequences
Distraction		Taking non-threatening body position
Reassurance		De-escalation script
Humour		Clear instructions/warning
Negotiation		Withdrawal from activity
Offering choices and options		Diversion
Number	Description of how technique was employed	
1		
2		
3		
4		
5		

Action Taken	✓	Pupils Role	✓
Verbal Warning		Participant	
Time out - another class		Target	
Time out – seclusion table/chair		Aggressor	
Catch-up Time– playtime		Witness	
Catch-up Time– lunchtime		Bystander	
Reflection Time Parent/Guardian informed			
Reflection Time			
Parental meeting arranged (Follow up)			
Parent to come into school immediately			
Seclusion with HT/AHT/SLT			
Fixed Period Exclusion			
Referred to PST			
Permanent Exclusion			
Police Contacted			

Parents/Carers informed by	✓
Telephone	
Letter	
Email	
ParentMail	
After school discussion with Parents	

Form completed by:

Witnessed by:

Please pass to the SLT Member who is on duty when you accompany the child.

SLT Action:

SLT signature: Date:

Appendix 4



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 • • • • •	Planned Differentiation required to reduce anxiety • • • • •
	+2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • • •	Monitoring needed • • •
	-2 - -5	These areas have developed an over reliance • •	Differentiation needed to reduce this over reliance • •

Roots and Fruits

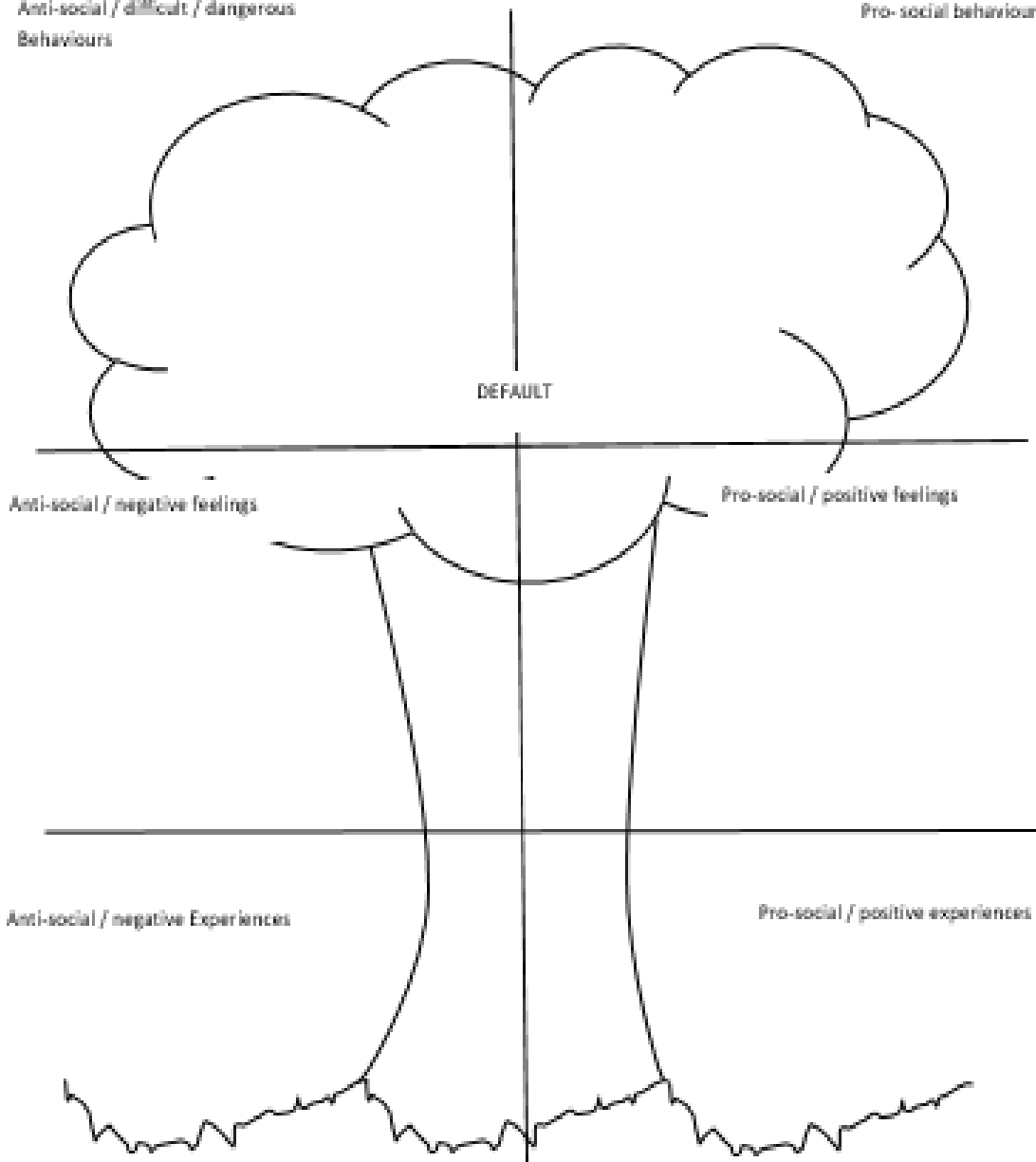


Name	
Supporting Staff	
Date	
Review Date	



Anti-social / difficult / dangerous Behaviours

Pro-social behaviours



Appendix 5: Example of and Emotional Regulation Plan

Emotional Regulation Plan

Name:		Child A DOB:	Review date: Fortnightly
Potential triggers for escalation: <ul style="list-style-type: none"> • Changes to routine • Change of adult • Work tasks perceived as difficult • Another pupil looking at him/ perceived as talking about him • Work not going to plan/ not correct in Child A's view • Lining up- wanting to be first • Sensory – being too hot or cold • Sensory – not recognising they need a drink • Being asked to do something he doesn't want to do 		Differentiated Measures in place: <ul style="list-style-type: none"> • Now and next board and visual timeline • Social stories • Sensory circuits/ movement breaks/ carrying out jobs • Visuals to support understanding • Support with self-regulation- breathing techniques, gentle patting on back • Adapting learning task if needed • Relaxation techniques built into the day- story at the end of the day for calming, daily mile, go to get a cool glass of milk • Laminated focus tasks • Proud book • Smiley face chart- as and when needed 	
1	Pro-social/positive behaviours	What we want to see Using now and next board. Sat with peers at a group table and engaged with learning. Working independently.	Strategies to respond <ul style="list-style-type: none"> • Strategies outlined above. • Positive praise • Proud book comments recorded • Staff describing the exact behaviours seen e.g. "I liked the way you worked independently to write that sentence", "well done Child A for using a calm voice to tell me you need some help with your phonics".
2	Anxiety Behaviours	Early Warning Signs Starting to fidget in seat. Starting to be more vocal that he is struggling e.g. "this work is boring", will make some noise such as a groaning sound, will start to make facial expressions. Starts to show stimming behaviours such as hand movements and pacing.	Strategies to respond <ul style="list-style-type: none"> • Distraction with something he is interested in e.g. trains- incorporate it into the now and next system • Direct Child A to the Calm Corner/go for a calm walk- "Child A I can see you are becoming anxious, come with me for a calming walk" • Movement break/job/ sensory break
3	Difficult Behaviours	Where this behaviour leads next Shouting and screaming at staff and peers. Will get out of his seat and refuse to sit down. Refusing to complete work and throwing book on floor. The groaning sounds become more frequent and louder.	Strategies to respond <ul style="list-style-type: none"> • Movement break/job/ sensory break • Time out of class if needed- supported by TA • Social stories outlining the expectations
4	Crisis Behaviours	What we are trying to avoid Ripping down displays, throwing things such as books and tipping over chairs Child A will often say he is going to do something e.g. "I am going to tip over that chair", "I am going to rip up that work".	Strategies to respond <ul style="list-style-type: none"> • Limited language • Direction to a safe space- escorted if needed using closed mitt guide Spare classroom, Hall, Woodland Retreat AHT and PM informed and support provided if needed.
5	Dangerous Behaviours	What we are trying to avoid Lashing out at staff Standing on the tables in class	Strategies to respond <ul style="list-style-type: none"> • Minimal Language • Open mitten escort the nearest safe space (spare Classroom, AHT office, Woodland Retreat, PM office)
Post incident recovery and de-brief		Safe space to regulate- provide toolbox with sensory resources, books on animals Physical reflection sheet to unpick the incidents and look at what could be done differently next time. Social stories and Zones of Regulation to support. Repair and restore relationships with staff and peers using debrief when calm	

Appendix 6

Where a child is displaying dangerous behaviour, and there is a serious risk of harm to the child or another child, or risk of significant damage to property, staff are encouraged to remove all other children from the room. If this is not possible, physical intervention may be used as a last resort according to the following guidelines, from Hertfordshire STEPs. More than one adult should be present when physical intervention takes place.

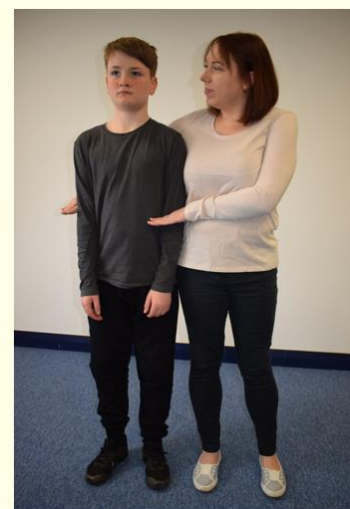
Open mitten: used to move a student away

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 consistent with poor practice

Open mitten

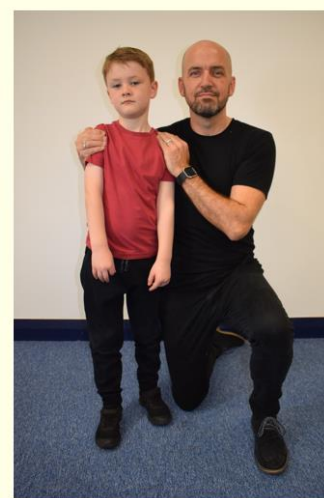
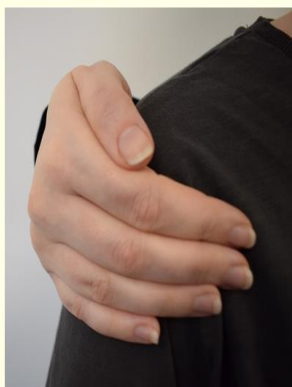


Closed mitten: to support, guide or escort

- Fingers and thumb together

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

Closed mitten





OUGHTON PRIMARY & NURSERY SCHOOL
PROMOTING POSITIVE BEHAVIOUR POLICY – Foundation Stage

Positive behaviour management in the Foundation Stage is based on high expectations, positive reinforcement and daily communication with parents.

Our expectations are:

- We can do good sitting, listening, looking and talking.
- We can walk indoors.
- We can find an adult to help us solve a problem.
- We can be kind to each other.
- We can do what an adult asks us to do.
- We can look after our toys and equipment.
- We can use kind words when we are talking to each other or adult.
- We can be safe.

Examples of inappropriate behaviour in the Foundation Stage.

Type of behaviour	Response
Inappropriate calling out Distracting others Running indoors Not following expected behaviours – see above	Positive reinforcement eg: ‘good sitting’, asking the child what is expected. Giving examples of what they should be doing eg ‘Please can you walk’.
Physically unkind to others Defying an adult Being destructive Being verbally rude Unsafe behaviour to themselves or others	Time out, followed by immediate discussion with the child about the incident. Discussion with parents at end of the day or by telephone.
Continued behaviour over a period of time	This would result in a more formal meeting with parents and monitoring of behaviour. Depending on the circumstances a referral might be made to the behaviour clinic in the children’s centre. In extreme situations the Assistant Headteacher for Inclusion would be involved in writing a behaviour contract/ Plan for behaviour.