

 Fox Federation



Fox
Primary
School



Ashburnham
Primary
School



Avonmore
Primary
School

Fox Federation Behaviour Policy

Statutory	Yes
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1. Aims

The Fox Federation of schools aims to ensure the good behaviour of all pupils through a combination of high-levels of both nurture and structure. Our trauma-informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment. We aim to create a structured and safe environment through the use of strong routines, consistently high expectations and high aspirations for all our children.

Our approach:

- We promote positive behaviour in our school.
- We recognise the crucial importance of strong nurturing relationships between staff and children working alongside parents and carers.
- We are an inclusive school and recognise the specific needs of varying groups of children including those with SEND and those who have experienced trauma.

Our approach rests on our acceptance that:

- All members of our school community deserve respect and care and to feel safe.
- 'Kids do well, if they can' (Stuart Ablon). We believe that all children can and want to behave, but some need more support than others to do so.
- All behaviour is communication, the expression of a need or a way to overcome discomfort. It is our job as professionals to best support children so that they can behave, learn and flourish.
- Children should not be intentionally shamed or humiliated

This behaviour policy is written in line with a trauma-informed approach and draws upon the following documents, as well as resources from the Beacon House website. See these documents for further information and linked research.

- [Trauma Informed Behaviour Policies and Approaches: A guide for schools and settings](#)
- [Colebourne Primary School Behaviour policy](#)
- [Beacon House](#)

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Inappropriate behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Failure to engage with learning.

- Poor attitude
- Ignoring adult instructions
- Hurting others
- Insulting others

Serious inappropriate misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Vandalism
- Theft
- Fighting
- Smoking
- Running away from adults
- Racist, sexist, homophobic or discriminatory behaviour (including on the basis of faith/religion) and or assault
- Aggressive language and swearing
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board 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.

5.2 The Head of School

The Head of School is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The Head of School 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 behaviour is dealt with consistently.

5.3 Staff

Staff are responsible for:

- Creating a safe and calm environment for all children
- Establishing consistent expectations and routines
- Developing warm and positive relationships with children
- Understanding needs expressed through children's behaviours

- Modelling positive behaviour
- Understanding the school's approach to behaviour and implementing the behaviour policy consistently
- Always giving a fresh start to children as required
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (recorded on CPOMS)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child/ren in engaging positively with the school ethos and behaviour expectations
- Maintain good communication with school so that there is a shared understanding of children's needs
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns about their child's wellbeing with the class teacher promptly

6. Whole school behavioural expectations

We have high expectations for all our children. Staff model these expectations and take the time to discuss with children what these look like in practice. Our school rules are displayed in every classroom and regularly referred to.

Our expectations for all children are the same, but we recognise that the level of support some children require to meet these expectations can vary. Just as we would differentiate the learning for children through the use of scaffolds, resources and adult allocation, we make similar modifications for children who are struggling with their behaviour.

Our school rules are closely linked to the Federation Values of Curiosity, Collaboration, Respect, Inclusion and Resilience.

1. We try our best (RESILIENCE)
2. We listen to each other (COLLABORATION)
3. We are kind and respectful (RESPECT and INCLUSION)
4. We respect and celebrate our differences (INCLUSION)
5. We look after our school environment (RESPECT)
6. We keep others and ourselves safe (RESPECT)

7. Positive Behaviour Management

Good rapport and warm, consistent relationships between staff and pupils are the bedrock of effective behaviour management. Staff make an effort to get to know individual children and let them know that they are valued.

We support all children to behave by:

- Investing in developing strong relationships with pupils
- Sharing and reinforcing expectations frequently.
- Narrating the positive - staff describe the ways in which most children are meeting their expectations in order to support the compliance of all pupils

- Having clear routines and structures (for example making use of visual timetables and daily reminders)
- Regular use of specific feedback and praise
- Regular use of class and school reward systems
- Ensuring that learning is engaging and appropriately differentiated
- Promoting positive attitudes towards learning and making mistakes (growth mindset)
- Developing the Emotional Literacy of all children through daily routines and PSHE lessons (including school-wide work on the Zones of Regulation)
- Helping children to feel emotionally and physically ready for learning by incorporating calming moments, sensory breaks and opportunities for mindfulness in the school day.
- Responding to the changing needs of individual children

As with discipline, staff are mindful of the individual needs of children when making use of public praise and rewards. For a few children with specific needs, praise can be better shared quietly and in private.

8. Whole school rewards and consequences

8.1 Rewards

Across the Federation a range of strategies are used to promote and reward outstanding behaviour and behaviour for learning. All children are allocated a house and many opportunities are afforded for children to be awarded house points. House points are usually rewarded for when a child has embodied one of our Federation values.

Whole class rewards are as follows:

Reception and Year 1: Warm and fuzzies in a jar.

Years 2- 6: Marbles in a jar.

These are used to work towards a shared goal such as 'golden time'.

Individual rewards are used as appropriate. They would normally be used to support a child with a particular difficulty and in most cases are a temporary measure. Individual reward systems are never comparative or public.

Other rewards/ methods to promote positive behaviour include:

- Use of children's work as an example
- Positive praise using fun actions and phrases (eg. whoosh/ marshmallow clap/ silent cheer)
- Celebrating learning within the class (for example at the end of each session)
- Classroom praise - private/public
- Sharing positive examples with home
- Star(s) of the week
- Special Mentions Book
- Children share examples of learning with Leadership Team
- House points
- Praising groups and whole class
- Whole class rewards (see above)

8.2 What do we do if a child is showing inappropriate behaviour?

When a child's behaviour does not meet our high expectations, teachers will first of all reaffirm their expectations with the child, and then support the child to meet these expectations where necessary. Teachers are encouraged to maintain an attitude of curiosity to the behaviour of all children and to be solution-focused wherever possible. Where the behaviour occurs during direct teaching, the first priority will be to maintain the flow of the lesson and engagement of all pupils. If a child needs to be moved, their teacher will always check-in with them afterwards to discuss potential reasons for their behaviour and decide next steps.

In dealing with unwanted or inappropriate behaviour, staff are encouraged to keep in mind the PACE model below:

*****Please see appendices below for each school's behaviour pathway when dealing with inappropriate behaviour.**

NB in cases of sudden or serious inappropriate behaviour (please see definitions above), the first priority is the safety of all children, meaning that the usual behaviour pathway would not necessarily apply.

8.3 Supporting Children to manage their Emotions

We know that children are sometimes overwhelmed by their emotions and can behave in ways that are particularly challenging. We realise that in these circumstances, the child needs close support to calm down and feel safe. Wherever possible, the child should be supported by an adult with whom they have a close and trusting relationship. Following the advice of Beacon House, the following process would be followed:

1. **Regulate** - help the child to calm down through movement, breathing, taking to a safe space etc.
2. **Relate** - connect with the child to let them know that they are understood and they are safe.
3. **Reason** - when the child is calm, consider together what went wrong and how this situation could be avoided again in future. Discuss possible reparations together (i.e. tidying any mess, writing a letter of apology to somebody who was hurt). Be aware that the child might need a significant amount of time before they are ready to engage in rational conversation about their behaviour. (*See visual explainer in the appendices)

This also links to the **Emotion Coaching Approach**, in which all staff are trained annually. Staff are encouraged to use the Emotion Coaching Approach to validate the feelings behind the behaviour and also to problem-solve with children to avoid this behaviour in future. This links to Dan Hugh's PACE approach:

PACE Model (see <http://www.danielhughes.org/p.a.c.e..html> for more)

Playfulness ('I've forgotten what to do, can you help?')

Acceptance ('I can see you are feeling tired today. Do your first two questions and then I'll check on you')

Curiosity ('It looks to me like you are finding this tricky. Is that right?')

Empathy ('I used to worry in maths too. I know how you feel. Let's work on this together')

We recognise that some children, particularly those who have experienced trauma, cannot control their behaviour when their survival response has been triggered. We also understand that our youngest children can be impulsive and are still learning about how their behaviour can impact others. We would therefore be sensitive to such factors when deciding next steps with them.

For children who regularly struggle to regulate their behaviour, the SENDCO/Year Group Lead would support the class teacher to develop an Individual Behaviour Plan focusing on supportive, proactive strategies aiming to reduce the incidences of emotional dysregulation resulting in challenging behaviour.

8.4 Serious inappropriate behaviour

See above for behaviours considered to be serious.

In all cases where the behaviour is a significant cause for concern a member of the leadership team will be involved and the parents of all affected children will be contacted. Appropriate support and/or reparation must be planned for and agreed.

This process should be logged on CPOMS. This allows a record of the incident to be made.

If there is a record of a child having engaged in seriously inappropriate behaviour on more than two occasions, a member of leadership would work with the class teacher and parents to decide whether an Individual Behaviour Plan would be appropriate. The head of school may also impose a fixed-term exclusion, to be decided upon based upon the seriousness of the incident(ces) and at his/her discretion.

8.5 Unsafe or dangerous behaviour

Should a situation arise within the school setting where a child's behaviour becomes unsafe to themselves or others it will be necessary for the teacher to call for support from a member of the Senior Leadership Team. Where a child is obviously struggling to manage their emotions, the member of SLT would support the class teacher with the steps listed above (see Supporting Children to Manage their Emotions).

The aim is to calm down the child and resolve the situation, allowing all students to continue with the lesson.

Where the member of senior staff considers there to be a risk that inappropriate behaviour may continue, they may remain in the lesson to assist in settling the class.

If there is a risk that the behaviour may result in any children being unsafe then the child will be removed if this can be done safely. If this is not possible, then the other children will leave the classroom/playground/hall etc. whilst a senior member of staff remains with the child who is struggling with their behaviour.

Where a child has caused a significant breach of health and safety, they will be automatically removed from the class safely by a member of staff using positive handling guidelines. Any incidents of positive handling must be recorded on CPOMS as a Positive Handling Incident and parents/carers will be contacted.

Please see the Positive Handling policy.

8.6 Consequences

Before imposing a consequence, staff are encouraged to start with curiosity and a solution-focused approach. Consequences are not in isolation and should be paired with supportive strategies. Consequences should be proportionate and as closely linked as possible to the behaviours – the consequence should support learning to do better.

Children should be given the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of response that are appropriate:

Incident	Type of response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. <u>We do not force children to say sorry</u>
Incident relating to theft, damage to property etc	Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
The particular activity has been causing issues e.g. football at break time	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity
Child being disruptive in lessons	Child remains in for some or all of the break to catch up with the work that hasn't been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session.

For more detail on consequences during lesson time, please see school-specific appendices below.

In the playground, consequences might include:

- The child is asked to come to sit to calm down. Chat to problem-solve before rejoining game/play
- The child is removed from situation and redirected elsewhere
- The child is sent to speak to class teacher/member of SLT
- It is agreed that the child cannot join in that game the following day because of their behaviour
- Additional support or shorter playtimes might be put in place until the issue is resolved if there is a repeated problem.

Regarding consequences for serious inappropriate behaviour, please see above and exclusions, below.

Teachers will use their knowledge of the child when deciding on appropriate consequences which are in keeping with our trauma-informed approach.

8.6 Exclusions

Consequences for one-off incidences of serious behaviour can include an exclusion, at the discretion of the Head of School. Exclusions might be internal or external fixed-term dependent on the severity of the behaviour and shared knowledge of the child's needs and understanding of the situation. Where a child is repeatedly breaching the school rules, which impacts upon the learning and/or wellbeing of themselves or others, an exclusion might also be decided upon as a necessary step.

Exclusions should be followed up with a reintroduction to school meeting with the child, teacher and a member of SLT. The focus of this meeting is on working together to try to avoid repetition of disruptive, unsafe or dangerous behaviours. Supportive strategies should be put in place and a clear plan should be agreed upon to help the child improve their behaviour. Plans and next steps should be shared and agreed with parents.

8.7 Off-site behaviour

Consequences may be applied where a pupil has shown inappropriate behaviour off-site when representing the school, such as on a school trip or at after school clubs run off site.

Off-site curriculum trips or regular visits

If a pupil has previously demonstrated unsafe or inappropriate behaviour on an off-site trip or is considered within school to be a child who places themselves or others at risk or is a child who cannot/will not follow instructions, then a decision will be made regarding whether this child should be allowed to take part in off-site activities. This includes off-site residential trips such as PGL. The school's decision will be final.

Children are expected to follow and model the School Rules when off-site and will be supported to do so in line with the behaviour policy.

Children will also be supported to ensure that they follow a venue's rules.

· Where a child is considered either at risk to themselves or to others when on the trip – at ANY stage - they are accompanied back to school with an adult and a decision is made by the Head of School regarding future trips premised upon whether or not this child will be safe or endanger other children on future trips. The school's decision will be final.

Off-site residential trips

Where a child is considered either at risk to themselves or to others, they will need to leave the residential site and return home. Parent/carers will be contacted and will be expected to collect their child from the venue. The child will remain supervised by a member of staff until he/she is collected. The school's decision will be final.

8.8 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the EHT/ Head of School will deal with this behaviour in accordance with this policy. This would be considered as an incidence of seriously inappropriate behaviour. Such allegations might also be linked to safeguarding concerns.

Please refer to our Child Protection and safeguarding policy for more information on responding to allegations of abuse.

The EHT/ Head of School will also consider the pastoral needs of staff accused of misconduct.

8.9 Positive Handling

(See positive handling policy for more detail)

In some circumstances, staff may use reasonable force to positively handle a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.91 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [guidance](#).

9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, on the basis of the understanding that all behaviour is communication. Pupils who might require a modified approach include: children with Special Educational Needs; children who have experienced trauma; children who are looked-after or recently adopted, and children who are experiencing difficulties at home. Staff are trained annually in the specific needs of children who have trauma and attachment issues by the designated teacher for LAC/post-LAC. These children can often exhibit more challenging behaviours because of their experiences and, as a trauma-sensitive school, we know how important it is to create tailored behaviour support plans for these children in partnership with their parents/carers. The designated teacher supports class teachers and their parents with a behaviour management approach that meets the needs of the child and allows them to have a positive experience of school, whilst protecting the safety and well-being of all pupils

The school's special educational needs co-ordinator (SENDCO) will also evaluate pupils who exhibit challenging behaviours to determine whether they have any underlying needs that are not currently being met.

Individual Behaviour Plans (IBP)

An IBP (see appendices) will be created for a child who is having difficulty managing their behaviour. This will be drawn up with the class teacher in conjunction with Year Group Leads and shared with parents/carers and the child. The IBP will outline individualised provision and support including rewards for wanted behaviour appropriate to that child. Where an IBP has been drawn up, support from an outside agency (such as the Behaviour Team) may be appropriate. We will work with parents to create the plan and review it on a regular basis.

Where necessary, support and advice will also be sought from specialist teachers, behaviour support units, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When

acute needs are identified in a pupil, we will liaise with external agencies and plan detailed support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Parents and carers

Parents are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff. This also encompasses 'electronic' communication e.g. emails, texts.

When a parent's behaviour is giving cause for concern, the parent shall be spoken to regarding this. If there is no improvement then the governing body has the authority to ban the parent from school premises and /or from contacting members of staff.

Where a parent's behaviour is verbally or physically aggressive towards a member of the school community the police may be informed.

12. Training

Our staff are provided with training on managing behaviour as part of their induction process and with updates on an annual basis. Staff are also given training in supporting children who have experienced trauma, which is updated annually. The SENDCO arranges and leads training sessions on supporting children with additional needs and sensory difficulties.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and governing board every two years. At each review, the policy will be approved by the Head of School.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board every two years.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Equalities Statement
- Exclusions Policy
- Positive Handling Policy
- Safeguarding and Child Protection Policy

Appendix 1: written statement of behaviour principles

The purpose of this statement is to state the principles the Governing Board expects to be followed when the Executive Headteacher draws up the Behaviour Policy.

Behaviour management in the Fox Federation will always aim first and foremost to create a caring and safe environment where learning can flourish. The behaviour habits instilled should be those that will contribute to a child's wellbeing and achievement into secondary school and beyond.

The Principles:

- Every child understands they, and those around them, have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to understand and take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The behaviour policy makes clear that violence or threatening behaviour will not be tolerated in any circumstances

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board every two years.

Appendix 2: Minor and Major incidents list of examples

Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property eg. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils e.g. pulling 'funny' faces, trying to attract their attention.
- General behaviour around the school building e.g. Running in the corridors, talking in assemblies
- Play fighting / rough play
- Daydreaming
- Isolated shouting out e.g. an answer
- Not doing sufficient work / lack of co-operation with peers
- Bringing in items from home without permission to play with in class

Major incidents might include:

- *Any prejudice based comments e.g. Racist/ Homophobic/ Faith based/ Transphobic/ Religious/ Ageist comments
- *Gender based comments e.g. "you can't because you are a girl..."
- * Verbal/written e.g. swearing at others (in any language), making comments intended, or likely, to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property, including graffiti on school books
- Physical e.g. punching, kicking, pushing, pinching, hitting another person with an object
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items e.g. weapons, drugs, inappropriate images
- Ongoing multiple issue in a day

**All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident. The principles within this policy are used to explore and deal with this situation.*

Appendix 3: FOX BEHAVIOUR PROCEDURE and supporting statements

Behaviour Steps and Supporting Statements - FOX

Low support strategies

These strategies are key for everyday good class management and the expectation is that the majority of children respond well to these strategies meaning further escalation or a personal intervention is not necessary.

Medium Support Strategies

We move on to Medium Support when a child has not responded appropriately to low support strategies. Medium support for most children will involve an action by the adult that helps the child to refocus on following the rules - i.e. being moved in class, being moved to a partner class or going to have a conversation with a member of the leadership team about how they can improve their behaviour. For some children with additional needs, it may be appropriate for them to have a brain break, complete a movement task or be given additional adult support rather than be moved. Teachers make their judgements based on their knowledge of the needs of individual children. **All medium support actions should be logged on CPOMS** and should include a conversation with the child focused on improving their behaviour going forward. This conversation should include curiosity about what might be making behaving difficult.

High Support

If a child needs regular support to manage their behaviour in school, they will fall under this category. An isolated serious incident would also fall under this category and should be **recorded on CPOMS**. Children who regularly require high support will usually have an Individual Behaviour Plan in place, written by their class teacher along with a member of leadership and in partnership with parents. Children under this category might also require a Termly Target Tracker. **IBPs should be shared with all who work with the child and uploaded onto CPOMS.**

Please see below for the procedure from low to medium support, and for supporting statements.

Low and Medium Support

- Nonverbal Intervention

Low support

- Positive Group Correction

- Anonymous individual correction

- Private individual correction and check-in (IF time allows) *OLD SYSTEM - reminder*

- Lightning-quick public correction (Nip it in the Bud) *OLD SYSTEM - warning*

- Consequence *OLD SYSTEM - time out*

Medium Support - CPOMS

- Problem-solving for next time

Nonverbal Intervention

Includes...

Look, pause in speaking, a touch on the shoulder, making use of actions to recapture attention, making use of agreed hand signals for routines (i.e. 1,2,3)

Statements to support positive group correction

- I expect you to sit still with your eyes on me.
- The instruction is to face your talk partner. Emma and Paul did that straight away.
- Mouths quiet, eyes forward. Ready for the line to move. Thanks for setting a great example, Agnes.
- In this school, we listen to each other. I need to see you doing better listening so we can earn that last marble.
- Everyone should be writing the next sentence on their whiteboard. Fantastic start, Jemma.
- You are showing me your thinking thumb and waiting, what would you like to share?
- I expect all eyes on me. Thank you Hannah, thank you Tom.

Statements to support Anonymous Individual Correction

- I'm just waiting for three more people to show me that they are ready.
- We can continue when I see that everyone has followed my last instruction.
- I am waiting for four people to put their lids on their pens
- Year 4, ensure that your hands are in your laps

Statements to support Private Correction and check-in

- I can see you are finding it difficult to concentrate. Let's take a deep breath, stretch and try again.
- It looks to me like you had a tricky playtime. I'll come to speak to you about it once everyone has started with their work.
- James, you need to stop talking and show better listening. Is there a reason you are finding it hard to listen today?
- Elaine, sit up straight and look at me. Thanks. I can see you are tired, let's chat later this session.

Statements to support lightning-quick public correction

- Beckie, sit on your bottom. Thanks, much better.
- Rowan, that is not safe and I don't want to see you doing that again.
- Bill, pen down and eyes on me. Thanks.
- Alex, put the pencil down and look at me...Thank you, much better.
- Ellie, I don't want to see you touching other people while I am teaching...Hands together, much better

Statements to support giving a consequence (in private wherever possible, but use your knowledge of the child)

RECORD BEHAVIOUR REQUIRING A CONSEQUENCE ON CPOMS

Classroom

- Emily, come and sit at the front so you can focus better.
- Verity, I am going to move you to sit where you cannot disturb other people.
- Jenny, I am sending you next door to work because you are distracting other people.
- Sonia, I want you to go to talk to Miss Johnson about what you are finding difficult today.
- I would like you to stay in class with me now for a chat... In this school we listen to each other. You found that hard today. Why do you think that was? How can we make sure you listen better after break?...Ok, now we have made a plan, please go and tidy your desk and then I will walk you down to play.

Playground

- I can't let you join Champ if you are going to hurt people, so we will need to think of ways together to stop this happening next time.
- That isn't safe behavior and needs to stop or I will need to take you inside. We keep each other safe in this school.
- You weren't following our rule of keeping ourselves and others safe in the playground today. I think you are finding Champ difficult and should have a break from it tomorrow.
- A school rule is to be kind and respectful. We do not hurt other people. I cannot let you continue with that game.
- I can see you are angry and that you have hurt Bill. You need to come here with me now as we don't want anyone to be hurt in our school.
- You are struggling to control yourself. I need you to come and sit with me until you are calm.
- It looks to me like this is too much for you, let's find a calm space/go for a walk/find a trusted adult

Appendix 4: Ashburnham-specific procedures

Ashburnham is completely in line with the procedures, approaches listed above and examples of behaviour listed above, but with some differences in terminology and recording procedures.

Minor incident = Yellow Card

Major Incident = Red Card

Yellow Card incidents are recorded on SIMS and tracked and reported fortnightly.

Red Card incidents are recorded on SIMS and CPOMS and tracking is on-going.

4W forms aren't used at Ashburnham. Instead, records of conversations following Red Card incidents are logged on CPOMS. All follow up from a Yellow Card incident is verbal and involves the child and their parent.

Appendix 5: Avonmore-specific procedures

Ashburnham is completely in line with the procedures, approaches listed above and examples of behaviour listed above, but with some differences in terminology and recording procedures.

An incident will be recorded under one of the following categories on this sliding scale:

- Disruptive Behaviour
- Repeated Disruptive Behaviour
- Ongoing Disruptive Behaviour
- Serious Incident

These are all recorded on CPOMS and tracked regularly, with members of SLT alerted to incidents involving children who may be struggling to maintain positive behaviour in school.

4W forms aren't used at Avonmore. Instead, records of concerning conversations with children following Serious Incidents or incidents or Ongoing Disruptive Behaviour are logged on CPOMS.

Appendix 6 - Individual Behaviour Plan proforma - FOX

<p><u>Fox Behaviour Improvement Plan</u></p>



Date:

Name:

Class:

Areas of concern

Key target – what are we aiming for this term?

Key signs of imminent problems/triggers

Avoidance and Proactive Strategies: (include classroom setup/routines, resources, positive management)

Other people:

- Key trusted adults –
- Key SLT –

Agreed responses (include key phrases and scripts, key people involved)

Support after an incident (Focus on reparation and repair, include support for staff involved where necessary)

Rewards

Long term goals

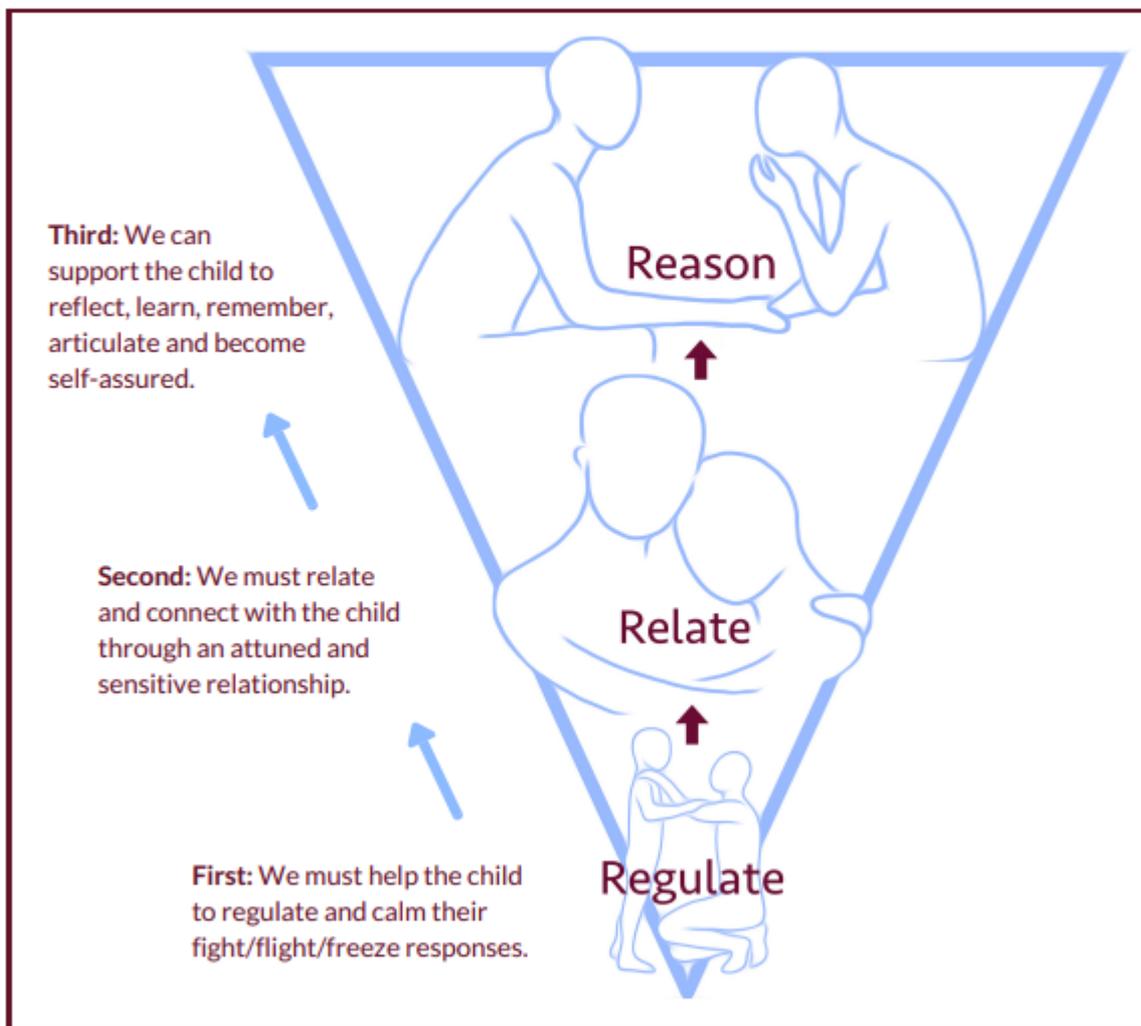
Other information (i.e. parental views and input)

Appendix 7 - Individual Behaviour Plan - TBAP proforma (Avonmore)

BEHAVIOUR PLAN	
PUPIL NAME: **	YEAR GROUP:
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
Challenging behaviour What does it look like? - What triggers it? -	Targets What are we working towards? How do we get there? -
Strategies for positive behaviour How do we maintain positive behavior? •	Early warning signs How do we prevent an incident? What to look out for How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? What to do and what not to do Phrases to use Calming techniques -	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Agreement: Parent name Parent signature Date	Staff name Staff signature Date
REVIEW – 21.07.21 IBP evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.	

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

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Appendix 9: What if we were curious about behaviour?

What if...

Beacon House
Therapeutic Services and Trauma Team

We can't help children change their behaviour by making them feel bad for what they've done.

Remember, they already feel bad.

Instead, show them that you care and help them find calm.

Sometime later, when you feel regulated...

...choose a quiet moment and ask them, with kindness in your voice, to be curious about what happened...

...then you'll help them to change their behaviour.

...we are curious about behaviour?

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