

Heswall Primary School

Behaviour Management Policy

This policy was adopted by the Governing Body on 9.11.2023

This policy is due for review in November 2024

Heswall Primary School follows a 'Better Never Stops' ethos. This is for all children, staff, parents and volunteers. We know that if everyone is moving in the same direction with consistency, high expectations, kindness and empathy then we will have 'happy children capable of achieving excellent things'.

The foundations of our approach to behaviour management are based on the following ideas:

- It meets the needs of our children
- Positive and research based approaches (PACE Theory), Paul Dix and Jennifer Nock
- Happy children are more likely to engage in their learning.
- Careful Positive Reinforcement
- Growth Mindset and Being Kind, Working Hard and Not Giving up
- Building positive relationships and building trust
- Belonging and buying in.
- Reflecting and reviewing together.
- Inclusivity and fairness.
- Growing self-discipline.
- Motivation to achieve their full potential and develop a sense of achievement.
- A high level of self-esteem.
- Growing self-confidence.
- Developing the ability to positively meet challenges
- A co-operative attitude towards others
- Develop respect, consideration and concern for the environment and the welfare of others.

Our Expectations of the children are to:

- not hurt or harm others physically or emotionally
- be supportive of one another in times of need
- show kindness towards one another
- treat one another with respect
- be polite and considerate to others
- be prepared to listen to others
- demonstrate respect for the work and property of others
- never take anything, which does not belong to them
- respect and co-operate with adults at all times
- maintain reasonable volume levels in conversation
- work in the manner they have been instructed to by staff
- always work to the best of their ability
- behave in a way, which will ensure their safety and the safety of others
- move around the school and its grounds safely, sensibly and quietly
- care for the school building, grounds and the environment beyond

Children need to be supported and taught to behave in the expected manner. It is expected that consistent, excellent classroom management will support this by pre-empting possible poor behaviour.

Examples include:

- Seating arrangements- separation of certain children, sitting certain children near the teacher or teaching assistant.
- Proximal praise (Praising children producing desired behaviour rather than using negative comments to those whose behaviour is a concern.
- Clear instructions
- Movement around the room restricted to one group at a time

- Good preparation of resources and activities.
- It is the adults' responsibility to take all possible steps to prevent poor behaviour in class. Classrooms should be tidy and well organised to ensure equipment is appropriate and accessible. Lessons should be well planned, stimulating and differentiated to ensure children remain on task. Movement around the room should be calm, quiet and structured. Children should not be left unsupervised and good use should be made of additional adults within the class.

Key understanding that is shared by all staff (the foundation stones of supporting social and emotional development) based on the work of Jennifer Nock

Basic physiological and emotional needs (Maslow's Hierarchy) must be met before a child feels safe enough to relax, play and learn.	Particularly vulnerable children (e.g. SEN/LAC) may not behave in line with chronological age and observed behavior indicates the child's developmental stage.	If children have no other option, they will quickly move into flight/fight/freeze mode, and this is the only option available to them in this moment.	Adult communication with children is key to raising self-esteem. Staff in all roles, must be consistent in their approach to behavior management.
All staff need to be well regulated as raised voices, angry faces and body language create fear and stress.	All staff need to consistently demonstrate that they care and can be trusted.	Children are best supported through strong staff & parent connections.	ALL children are vulnerable and a distinction is made between 'vulnerable' and 'particularly vulnerable'.
Acknowledging and taking responsibility for actions can only be done when we are calm state, whatever our age.	Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.	Regardless of causal factors, the adult's responsibility is to create an optimal learning environment for each and every child.	Children may not be able to read social cues or deal with strong emotions without adult support.
Our relationships with children involve an unequal distribution of power and responsibility, and therefore, the adult is responsible for connection, attunement, boundaries and navigation.	When a pupil has maladaptive ('challenging') reactions, the cause of the problem does not lie with the pupil, but is a product of the interaction between the adult and child.	Happy children are more likely to engage in their learning.	Building a threat-free, safe environment where adults are in charge and takes full responsibility, children must be free from the burden of having to keep themselves physically and emotionally safe.

Positive Strategies used in this school (Not every strategy is required to be used in every class)

- Meeting and Greeting children at the start of days/ sessions or lessons. Children may shake hands, give a high 5, give a smile or exchange a simple good morning. The idea is to make the children feel welcome in the classroom.
- Good relationships between children and staff. Staff are aware of how their actions can impact on children both positively and negatively.
- Rewards that focus on positives.

- Negatives cannot cancel out positives or vice versa. Children often think they can produce an undesirable behaviour as they did something good to cancel it out and therefore no progress is made towards achieving less undesirable behaviour. We avoid situations where we praise children for achieving more positives than negatives to help develop a moral compass.
- Dojo points that are given fairly, consistently and are valued by teachers and children.
- We respect our school environment. We keep the school tidy and children know that the standards are high.
- Deliberate Botherdness- The small stuff. The small acts of care, the generosity of spirit, the interest that you show in their lives is what matters most. This should be two way so the children know you. This does not mean that your personal life is poured out into the classroom or that you give gifts etc. It is a deliberate daily act that is built into the teaching routine. It is slow motion relationship building.
- Be relentless in approach. It takes time to build proper respect built on respect and not on fear, anger, and humiliation.
- Reward children that go 'over and above'. If you constantly reward the minimum, you will develop children that strive for minimum standards.
- Build emotional currency deliberately. There will come a time when it can be spent. You can develop this currency by spending special time with children or doing things that you know they will like e.g. using certain stamps in books, playing a game with a child for a few minutes during a play or lunch.
- Positive Notes – used rarely (once or twice a week for the whole class if desired but not given if not required). Teachers design their own notes and give to children/ parents. (Not the same as star pupils as these are always given to one class member). This is not suitable for a child that is only compliant for 20 minutes at the end of the week. This would be seen as unfair by other children and cause them confusion. Children like this could work towards receiving a note over a period of time.
- Golden Tickets – rewarded for effort and attitude.
- Positive Notes from peers – children write a very short note about someone and put it in the kindness jar. Teacher reads out the messages at the end of the day. Must be done consistently.
- Focus positive attention on effort, not achievement e.g. "Well done for knowing that...have a Dojo!" If it is necessary to reward for this e.g. a child that doesn't normally answer a question – relate it to the effort it took them for them to know e.g. "Well done for finding this out by reading it in a book or searching on the internet...?"
- Pass praise through the school if it is deserved.
- Use signals (not too many) to give orders and instructions in the class.
- Carefully plan transitions so that those children who respond badly to change are supported.
- Focus on the outcomes we want.
- Involve the children in the changes we make.

Other Ways to reward positive behaviour.

- Use of stickers
- Good behaviour Awards resulting in Take home Ted- e.g. Charlie Bear in F2.
- Star Pupil Awards and Certificates
- Headteacher Awards
- Lining up award (YR, Y1 and Y2)
- Lunchtime behaviour award
- Celebration Assembly
- Prefect Points

We will not:

- Shower children with too much praise or make children reliant on praise.
- Correct all behaviour. We will not focus on secondary behaviours.
- Feed children's needs for negative attention from adults and use it to get positive attention from their peers.
- Be inconsistent. 'Other teachers let us do it!'
- Be unfair.
- Let other members of staff pick up our tabs – we don't want children to think we cannot cope with them. This will make them feel unsafe and will produce behaviour to get out of the class to be soothed by someone else.
- Fail to track children who continually produce undesired behaviour. Are there patterns appearing in the behaviour and can we do something about this?
- Get caught up in the emotional response of an incident as this can override our rational responses.
- Ignore what other teachers have found that works well.
- Attempt to crush anger with punishment.
- Assume respect without giving it.
- Have impossible expectations.
- Be visibly shockable – body language and facial expressions show your alarm in response to their behaviour. It could show the children that you are anxious leading them to feel unsafe,
- Accept that all children will not respond to the same things. 'I can give you a special job and make you feel like a king. I can give you £50 and make you feel like you don't matter'. (Paul Dix 2017)
- Overuse worksheets are set work with an inappropriate challenge.
- Bring up constant misdemeanours. 'This is the 10th time I've told you this!'
- Fail to listen to each other.
- Fail to speak up if something does not work or you have an idea that can be considered.
- Over-promise punishment. (Lose every playtime for a given period of time).
- Give whole class punishments – there is no learning beyond reconfirming unfairness. Children responsible are still controlling others whilst those not responsible face being controlled.

Whole School Strategies

Showing we all belong in the school

- We treat the school and the uniform with pride.
- Staff to wear school lanyards – it shows you belong as well as a requirement for safeguarding. Children expect to see it and new children/visitors/emergency services will recognise who are members of staff.
- Develop children's pride in the school by asking children about events. Talk to the children about the football teams result or children's achievements. Talk positively about the school to everyone within the community.

Notice Actions

- Praise actions that children do without being asked e.g. picking up coats in the cloakroom or helping a child that is hurt. Remember to praise children who are always on task and ensure it is not only a number of children that get the attention.

Pick it up yourself

Staff should, whenever possible, deal with the behaviour of children themselves and not pass on the responsibility to other members of staff. Children need to feel safe and by sending them to another person can confuse the child. Time out can be used effectively but if another member of staff is required, they should supervise the child and not attempt to sort out the problem until the teacher is available. The problem is sorted together in the majority of cases. This will keep the child's faith

in the staff member's ability to keep them safe and will avoid children repeating certain poor behaviours in order to get out of a class that they don't like. This is not the same as 'change of face' that may be used in the event of a child experiencing a meltdown situation.

Escalation – If a child is sent to a member of the SLT, the SLT may supervise but will not deal with the incident without the member of staff. For more serious incidents e.g. attacking a child or member of staff, using persistent inappropriate language then the SLT may deal with the incident without another member of staff.

Give yourself time to make a good decision but you must return.

In order to avoid making hasty decisions, it is reasonable to give yourself time to think through your response in high pressure situations. Examples of comments made to children could include:

- I am going to come to speak to you later about what will happen next.
- I am going to walk away to give you/both of us a chance to calm down.
- I don't think I have enough information to make a decision right now.

30 Second Scripts (no longer)

In order to deal with an undesired behaviour, there are many scripts that can be used consistently to quickly turn situations around. Prompts should be displayed in each classroom.

An example:

1. I notice that ... (having trouble getting started/ you are wandering around the classroom).
2. It was the rule about ... (staying on task) that you broke.
3. You have chosen to
4. Do you remember yesterday when...?
5. That is what I want from you today.
6. Thank you for listening (move away from the child).

These scripts should be performed without anger or frustration using a reassuring tone that is consistent with the body language complementing the message in the speech. If a child moves away from the staff member then the staff member should keep talking. If a child copies what is said – keep going. It is for the staff member to skilfully decide when the best time to deliver the script is. Don't do it whilst a younger child is crying.

We will not shout at any child and will be mindful of our own facial expressions and body language

- Some children will be frightened by it or find it funny. Managing behaviour through fear is not sustainable. It may encourage others to push a staff members buttons in the hope of provoking a reaction.
- It is not how we would want children to choose how to deal with each other.
- Some children are behaving differently because they have experienced emotional trauma or have communication or learning difficulties, the shouting will heap pain on problems.
- It will disrupt everybody and not provide an effective learning environment for children to thrive in.

We will use a 5 step action to dealing with poor behaviour in class (Prompts to display in the classroom) All children start each day on the 'Good to Be Green Card'. Each child has their name on the green cardholder.

1. Reminder- 'Remember the rules of the classroom. We are kind, we work hard and we don't give up. (Should be able to cover most actions with these statements).
2. Caution – Make the child aware of their behaviour and clearly outline consequences. 'Think carefully about your next step.'
3. Last Chance – Speak to the child carefully and offer them a positive choice to do so. Use a 30 second intervention. You may want to do this quietly or even take a child away from an audience quickly. Green card to be changed to yellow.
4. Give further reminder and caution and then utilise time out for a maximum of 5 minutes out of the room standing on a thinking spot, or at the side of a field or playground. It is giving the children a chance to calm down, breathe, and look at the situation differently. Staff working in other areas of the school should not interact with children on time out or give them or make disapproving looks and sounds. This will prolong the restorative process.
5. Further reminder and caution then change yellow card to red (Consequence). Repair- Have a quick chat at the next break using up to 5 restorative questions.

If teachers are satisfied that the behaviour has improved to what is acceptable, cards can change from Red to Yellow and from Yellow to Green. A repair is needed whenever a consequence card (red) has been issued.

How to Repair

Ask up to 5 questions during a break and when there is no audience. It is advisable to display these questions in the classroom or on the back of a lanyard if outside. Choose 5 from:

1. What happened? Go slowly and carefully and remain open minded about what the child is telling you.
2. What were you thinking at the time? Children can reflect on their actions and replay thought processes.
3. What have you thought since? Children may display a change of attitude after having previously been angry or frustrated.
4. How did this make people feel? The child may not have been aware of how other people reacted to their behaviour.
5. Who has been affected? Some children may need encouragement to see beyond themselves e.g. 'Me because I got sent out!'
6. How have they been affected?
7. What should we do to put things right? (Do not force an apology. If it is forced it is worthless). Teachers should accept apologies enthusiastically whenever offered even when it could have come with a little more feeling.
8. How can we do things differently in the future? Forward thinking and visualisation is a good thing.

Adaptions for younger children

For children in EYFS and KS1, choose 2 or 3 questions asked carefully that are pertinent to the incident you are trying to deal with. The key emphasis is on making sure children see how the impact of their behaviours does not only impact on themselves. You can add more questions if suitable. If a child is not ready to speak, return at a later time.

We are 'Trauma Informed'

Trauma and attachment disorders can create gaps in empathy that can take lifetimes to heal. Cognitive gaps appear and it is known that punishment cannot cure a traumatised brain. Children

suffering from trauma from early attachment are not likely to have made appropriate cognitive development in their earliest days, weeks and months. ACEs (Adverse Childhood Experiences) are stressful events occurring in childhood including: domestic violence, parental abandonment, victims of abuse, growing up in houses in which there are adults experiencing alcohol and drug problems. ACEs have been found to have lifelong impacts on health and behaviour and are relevant to all sectors of society. ACEs can have long lasting impact on children's ability to think, interact with others and on their learning.

We are reflective

Children that suffer from meltdowns are often unable to work out for themselves why a particular event happened. In the event of a meltdown, an ABC sheet should be used to identify:

A - Antecedents (what happened immediately before the behavioural outburst) and can include triggers.

B- Behaviour (what happened during the outburst or what the behaviour looked like).

C- Consequences (what happened immediately after the behaviour and can include informations about other people's responses to the behaviour and eventual outcome for the person).

Analysis of these recordings could provide key information that we can use to avoid future situations and it is vitally important that this is done. Any behavioural concerns must be added to CPOMS (Child Protection Online Management System) at the first opportunity.

Key Words and Phrases that can be used with children

Sentences to be spoke assertively but without anger, frustration, raised voice or with negative body language.

- Whenever you are ready.
- You need to ... (speak to me at the side of the room).
- I need to see you ... (following the agreed routine).
- I expect to see ... (your table looking very tidy in one minute).
- I know you will ... (help Tim to clean the pen off his face).
- Thank you for ... (letting go of her hair, let's walk and talk).
- I have heard what you have said, now you must ... (calmly move to the thinking spot).
- We will ... (have a better day tomorrow).

Playtimes and Assemblies

Staff will have the same high expectations during Playtimes and Assemblies. If a child uses inappropriate behaviour during Playtime then they will be given the s consequences as they would in a classroom. Staff on duty can request that children move and will use the same restorative approach and key words and phrases.

Unacceptable behaviour in the playground.

It is often in the less structured times of the school day such as playtime and lunchtime that behavioural incidents can occur.

In order to ensure high standards of behaviour, the following activities are organised: Equipment is provided for outdoor activities including skipping ropes and throwing and catching resources. Football must be played in designated areas which are clear to all pupils and a rota is developed to ensure all KS2 classes get the chance to play. There is also a rota for using the Jungle

Gym. There is a quiet area for children to sit and chat and read or to play quiet games. There are lunchtime sport sessions and organised activities provided by midday staff. Members of staff on duty position themselves so that they are able to supervise the children effectively, and engage with the children either in conversation or through play

Exceptional Circumstances

Although staff must have high expectations from the pupils, all children are different and not all children will react to the same things. Some children may have a recognised behavioural issue and will therefore require a personal plan for behaviour. Teachers also have discretion if they are aware of some information that maybe causing a child to be disruptive e.g. a parent may have informed the class teacher/support staff of some important circumstances. It is advisable to let other staff who will be working with the child either in class, on the playground or in assembly of the circumstances.

If a personal plan for behaviour is required to help support children who are continually displaying negative behaviour then you will need to set clear targets for the child to work towards and they may also be provided with a traffic light chart. This means that children's behaviour expectations are dealt with one lesson or one playtime at a time. It is vital that the report card is shared with parents.

Communication with Parents.

It is important to keep parents informed of the behaviour of their children. This can be done in many ways including:

- talking directly to parents at the end of the day;
- having a communication book when appropriate;
- parents' evenings;
- teacher/support staff sending home report card and parents acknowledging daily;
- invite parents in for a discussion;
- being available to meet parents before school and after but not during times that staff are responsible for the rest of the class.

It is important to remember positive behaviour as well as negative behaviour in any communication with parents.

Bullying: - See Anti Bullying Policy.

Bullying is a form of aggressive behaviour which is usually hurtful and deliberate. It is essentially a covert activity witnessed by children and not usually adults. Bullying is not a problem at the school due to the positive caring ethos that has been developed and maintained over a long period of time; however staff must always be alert and vigilant to the few cases that may arise. Children should be considerate and respectful of each other and be aware that breaking the rules brings about consequences. The victim will be supported in a sympathetic and caring manner by the staff that they work with. We will explore the theme of 'Bullying' through PSHE lessons, Circle Times and in assemblies which will encourage children to be assertive and independent (knowing what to do, including telling somebody) so that bullying can be promptly and firmly dealt with. The school will also, as well as giving punishment, help children accused of bullying types of behaviour to understand the consequences of their actions and guide them to know how to treat other children appropriately in future.

Attendance Record

See Policy

Racial Harassment

See Appendix 2- Equal Opportunities Policy.

Activities Outside of School

Behaviour outside school on school business, e.g. educational visits and sports fixtures, is subject to the school's behaviour policy. Behaviour in such circumstances can be dealt with as if it had taken place in school.

Behaviour that is outside school, not on school business - If there is a link between that behaviour and maintaining good behaviour and discipline among pupils of the school, then the headteacher may exclude the pupil.

Exclusions

Wirral Local Authority details its own procedures for the exclusion of pupils, based on Section 52, Education Act 2002. Heswall Primary School would always follow the guidance given within the exclusion documentation if an event which demanded temporary or permanent exclusion occurred.

The decision to exclude a child Internally/Externally should be taken only:

- 1) In response to serious breaches of the school's Behaviour Management Policy; or
- 2) If allowing a pupil to remain in school would seriously harm the education or welfare of pupils or others in the school.

Home School Agreement

A Statement of Partnership is agreed when the children join the school and is signed by the parents. The Statement of Partnership outlines the role each party aims to achieve in order to make this a successful partnership.

Use of Reasonable Force

It is possible that a pupil behaves in a way that is judged to be unsafe either to themselves or others. In such incidences, according to Department for Education guidance (Behaviour and discipline in schools – Advice for Headteachers and school staff – January 2016) Heswall Primary school agrees to “use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order in the classroom.” Where it is necessary to physically restrain a child, staff who are ‘Team Teach’ trained can use restrictive physical intervention (RPI) techniques that are reasonable, proportionate and necessary and in the best interests of the child. The incident must be documented and parents informed. The records will be kept in the Headteacher's room in a bound and numbered book.

Prevent

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views.

Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

This Behaviour Management Policy will be shared with:

- All staff in staff meetings, INSET and staff views will be regularly sought and considered. Staff will be emailed the behaviour policy and it will be emailed to each member of staff. A copy of the policy will be available on the School Website and a paper copy can be found in the main office.
- All Governors in the appropriate committees.
- All parents will be able to access the policy via the school website.
- All children in class discussions and assemblies.

Concluding Comments

At Heswall Primary, we aim for a school where all pupils can reach their full potential academically, socially, emotionally and morally. This policy has shown the many ways in which we aim to achieve this by promoting a school environment that is caring, sensitive and fair to all.

Glossary

ACEs – Adverse Childhood Experiences

Circle Time – Children sit together in a circle to complete activities, often focussing on social and emotional education, involving everyone.

CPOMS - Child Protection Online Management System

Dojo Points – A reward for good effort like a merit/house point

EYFS – Early Years Foundation Stage (Education before Year One starts)

INSET –In service training

KS1 – Key Stage One, Children in Year One and Year Two.

KS2 –Key Stage Two, Children in Year Three, Four, Five and Six

LAC – Looked after Child

PACE – Playfulness, Acceptance, Curiosity and Empathy

Proximal Praise – Praising children producing desired behaviour

PSHE – Personal, Social and Health Education

RPI – Restrictive Physical Intervention

SEN – Special Educational Needs

SEND – Special Educational Needs and Disability

Team Teach –Positive handling training which helps staff support pupils with challenging behaviour