

# Pendragon Community Primary School



**POSITIVE BEHAVIOUR POLICY- encouraging pro social behaviour  
and self regulation.**

**LEAD PERSON:** Headteacher and MIPS committee

**AGREED BY STAFF:** Autumn 2019

**AGREED BY GOVERNORS:** Autumn 2019

**REVIEW DATE:** Autumn 2023

## Respect for all

At Pendragon Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Pendragon in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.

At Pendragon, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils. We recognise that every behaviour serves a purpose and can be a form of communication. The school motto summarises all school rules- Respect, Effort, Achieve, Challenge- REACH all staff to insist on REACH expectations at all times. Appendix 1

At Pendragon, all staff working with our children receive training in behaviour support. This training is called "Hertfordshire Steps" and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: *"The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."* This statement reflects the philosophy, policy and practice at our school.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to deescalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Cambridgeshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

## Parental involvement

The school endeavours to make good relationships with parents and carers, and sees them as essential partners in the task of education and managing behaviour, and attempts to positively involve them in all aspects of their child's learning and behaviour. Class teachers play a key role in developing and supporting these positive links and enabling relationships. The school recognises the key role of parents and carers and that they may need help and support in the management of the pupil at home. Strategies used effectively at home and at school will be shared so that the pupil experiences a consistent approach and, where appropriate, external agencies will be involved in this support. Behaviour targets are also discussed and evaluated with the parents/carers.

## **The Curriculum and Learning**

**We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice.**

Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti- Bullying week (refer to Anti-Bullying policy) A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is as conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour rather than the individual child.

Peer mediators are trained every year and support children to solve their own problems on the playground.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class routines. Individual strategies will therefore need to be implemented to support them. These behaviours should be identified through a Roots and Fruits assessment. Appendix 3 This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies as laid out in an individual risk management plan. Appendix 3

## **Promoting Pro-social behaviour**

Children need to be taught how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others. All staff should model respecting their own personal space and that of the children. Personal space is defined by the space within your arm reach, remembering a child's arm reach is considerably smaller.

### **Whole-school level**

- All staff understand and demonstrate the school's core beliefs about behaviour including STEPs
- Positive out-of-class behaviour is promoted by agreed routines and clear systems
- School assemblies and PSHCE/ SEAL sessions are used to develop children's social, emotional wellbeing and behavioural skills
- Pro-social behaviour in corridors, playgrounds, dining room is noted and celebrated
- Parents/carers are aware of and contribute to the school's positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour based on the use of restorative questions see Appendix 4
- There are opportunities for staff to discuss and contribute to the development of systems underpinning pro-social behaviour.

## Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social skills and development of emotional wellbeing
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis
- Children are taught through the school motto Respect, Effort, Achieve and Challenge as the basis of all school behaviour (REACH) □ Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- Expectations for behaviour for the whole of the school environment are based on REACH
- Pro-social behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with anti-social behaviour following STEPs procedures

## Individual child level

- All children are seen as individuals whose strengths and differences are recognised and celebrated by staff
- Systems are in place for noticing and drawing attention to pro-social and improved behaviour
- Where a child experiences difficulties in developing or sustaining pro-social behaviours we follow the guidelines as set out in the STEPs procedures

## STEPS A Therapeutic Approach

### Information and Procedures

STEPS promotes pro-social behaviour and the management of difficult or dangerous behaviour (anti-social behaviour), with an understanding of what behaviour might be communicating. STEPS strategies used in school focus on de-escalation and preventative measures rather than focusing on reactive strategies.

<b>Pro-social Behaviours:</b>	<b>Anti-social behaviours:</b>
Respect Attentiveness A sense of right and wrong Working co-operatively Honesty and trustworthiness Resilience Fairness Self-regulation Politeness and good manners Setting a good example to others Commitment Good humour Care for personal and others' property	Racial harassment Violence and aggression Hurting other people's feelings Threatening behaviour including bullying Dishonesty Deliberate disobedience Discrimination Lack of respect Using unacceptable language Deliberately damaging property Disrupting teaching and learning Taking things that do not belong to us Not following school motto REACH during playtimes or classroom time

## Promotion of Pro-social Behaviours includes:

All celebration, in whichever form is deemed appropriate, should be a reward for effort and achievement not used to 'bribe' a child into doing or achieving.

### Celebrating Pro-social Behaviour

**House points** can be given:

- For the achievement of 'something' for which they have had to work
- For outstanding effort
- For demonstrating REACH
- For having a growth mindset.
- For showing courtesy and having polite manners

**Friday achievement certificates** can be awarded for children who have shown an aspect of REACH in any aspect of their school/home life or work.

### Half termly REACH award

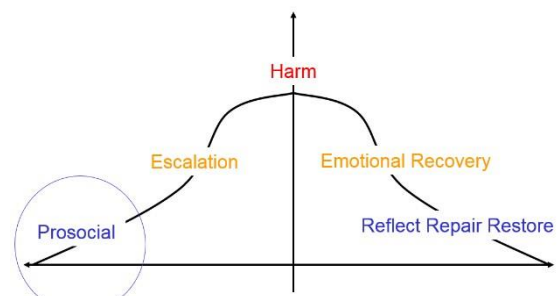
Children can be nominated for certificates by adults or their peers. Parents will be invited (secretly) to the presentation in assembly.

See Appendix 5 for additional strategies to support the promotion of positive behaviour management

## Management of anti-social behaviour

The following STEPs systems are used to manage anti-social behaviour.

1. De-escalation
2. Management of risk or harm
3. Reflect, repair and restore



**De-escalation Strategies** – these support children to manage their emotions and remove 'the heat' from the situation creating space and time. Appendix 6

Use of the pupil's name

A reminder of the expectations for learners including pro-social behaviours and REACH

Acknowledgement of their feelings

Explain you are there to help

Offer an opportunity to 'step away' from the situation and manage their emotions through a different scenario

Use of positive phrasing Appendix 6

### Management of Risk or harm

Remove the other children from the area if necessary

Remove the child from the situation using STEPs intervention strategies if trained (see STEP training pack)

### **Send an orange triangle for help**

When an Orange triangle is sent the member of staff responding is to remove and calm the child in whatever way is appropriate. If the child's behaviour has suddenly improved let the member of staff know that you no longer want the child removed.

### **Reflect, repair and restore**

A reminder of the expectations for learners including pro-social behaviours and REACH

Use of protective consequences e.g. limiting use of social spaces

Use of educational consequences e.g. alternative educational tasks or activities

Individuals will be supported through restorative steps through an approach which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment e.g. social stories, apologies, making amends.

The reflection lunch room (room 8) is used to reflect on incidents. This will no longer have set times for incidents. This is because the incident needs to be resolved to the satisfaction of all parties which may take varying lengths of time- from a short chat to several lunch times' worth of discussion or planning for how to deal with future incidents. The room is to educate children to enable them to understand their behaviour and responses and consider improved decision making in the future. The columns on the recording sheet note the following: date, name, issue, reflection focus, follow up. This will note what has happened e.g. conversation between the children or letter of apology etc. Children might be encouraged to undertake an activity if their reflection time is over a long period or they are building relationships or developing social skills.

### **Next steps**

In cases of any physical, severe or persistent anti-social behaviour, parents will be informed and an action plan will be created using STEPs systems where appropriate.

### **Fixed-term and permanent exclusions**

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. Any decision to exclude must be made in line with the principles explained in the DfE guidance and Education Act.

The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in a single academic year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body is able to form a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

If the governing body's discipline committee uphold a permanent exclusion decision, then a parent can request the LA to arrange an independent review panel to be held within 15 school days of the request.

## **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of anti-social behaviour. When necessary the class teacher records repeated classroom incidents. The head teacher records serious incidents reported to him/her on account of anti-social behaviour. All staff should always report incidents of antisocial behaviour.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.


It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The governing body and staff review this policy every 2 years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how policy might be improved.

# Appendix 1

## Expectations grid

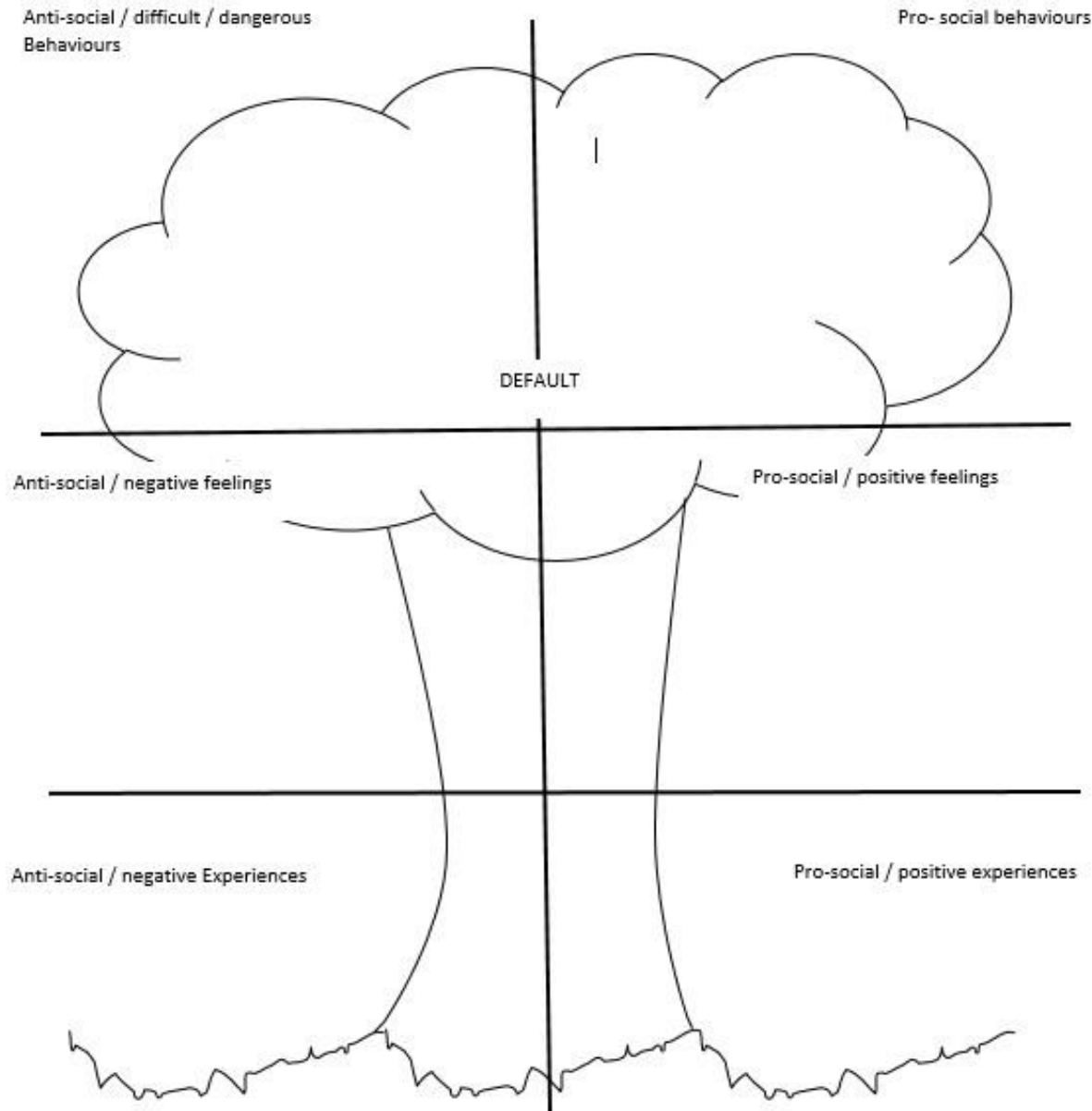
Expectations						
	Class Room	Hall	Toilets	Corridors	Library/ Computing Room	School Grounds
R	Respect equipment Tidy Away Walk Listen Raise hand to speak Look at teacher Be nice to friends Respect teacher	Don't drop food on floor Walk Talk quietly Look after equipment Polite to LTS Listen to others Keep it tidy Sensible with equipment	Keep it clean and tidy Flush the toilet Talk quietly Don't block sink/toilet Wash hands Go in the toilet	Walk sensibly Be quiet Look after displays Keep the corridor tidy Pick up litter Open & hold doors for others	Quiet voices Share computers fairly Put books back in the right place Turn/log off Leave the rooms tidy	Care for the environment Keep them tidy Play nicely Put litter in the bin Watch where you're going when running Play in the correct areas Take care of equipment Stick to rules of playground
E	Show good listening Try to do our best Stay on task Support others Work hard on presentation Keep trying - don't give up Try to beat goals	Try hardest at singing/PE Help adults Tidy up Listen, look and watch the teacher	Use the toilets when going out to play or during break/lunch Look after other people's things Tell an adult if you spot a problem Turn off taps	Walk sensibly Pay attention Keep hands to ourselves Show people around Quiet for other people's learning	Use the websites allowed No drinks	Try new games Play fairly Put toys away Walk on dragon before red line Be kind to others Stand still and no talking for hands up
A	HP for good effort/learning/behaviour Try hard to finish	Get HP for good work in PE Finish your food Get a Friday award Answer questions	Flush toilets Wash hands Turn off taps Hang up clothes			Have a happy playtime Everyone joins in Be kind to others Listen to adults



Ch	Challenge yourself Choose harder challenge Try something you can't already to	Sing louder Sing together Be more active Try new foods Beat personal bests	Go quickly and quietly Keep cloakroom tidy Speed up when changing	Walk smartly	Read as many books as possible Challenge yourself to read something new/different	Make new friends Keep it tidy Play a different game with different people Beat your personal best for Golden Mile
		Get better at singing Keep quite Never give up				Think positively/ Don't give up

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Appendix 3  
Risk management plan

## Individual Risk Management Plan

Name	DOB	Date	Review Date
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Photo	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

<b>Pro social / positive behaviour</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Strategies to respond</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Anxiety / DIFFICULT behaviours</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Strategies to respond</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Crisis / DANGEROUS behaviours</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Strategies to respond</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	
<b>Post incident recovery and debrief measures</b> <b>Morning &amp; afternoon sessions:</b> <input type="checkbox"/> <input type="checkbox"/>	

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

Signature of Parent / Carer..... Date .....

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

## **Restorative questions**

All staff are given a set of restorative questions when dealing with behaviours and are expected to use them at all times.

### **Reflect, repair and restore** (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

Explore what happened? (tell the story)

Explore what people were thinking and feeling at the time?

Explore who has been affected and how?

Explore how we can repair relationships?

Summarise what we have learnt so we are able to respond differently next time?

## Appendix 5

### **Positive behaviour management**

#### IDEAS FOR POSITIVE BEHAVIOUR MANAGEMENT

- the look
- stay calm
- be consistent
- be aware of your own behaviour
- body language
- tone of voice
- posture
- eye contact
- reframing positively
- physical proximity
- use of proximity praise
- invite, model and expect respect
- separating behaviour from the person
- allowing the consequence to do the teaching
- use private rather than public reprimands
- take pupils aside to focus on what they should be doing
- avoid bearing grudges
- re-establish the relationship as soon as possible after correction
- avoid sarcasm or idle threats
- target specific behaviour
- use pupil's name
- use rule reminders
- give a choice
- use broken record technique
- catch them getting it right
- put yourself in their shoes
- use 'I' statements
- give take up time
- use partial agreements
- use humour
- remember certainty rather than severity
- use least to most intrusive intervention
- use related consequences
- focus on primary behaviour
- use positive corrective language
- adopt the no-blame approach
- Use positive phrasing see appendix 6

Each class has a REACH triangle so that a summary of the classes' behaviour/concentration/chat can be discussed with the whole class. For example, if the class are a 2 out of 5 they can consider how to work together to get to a 4 or 5. This should not be on permanent display.

## De-escalation Strategies and Initial Protective Consequences

### Non-verbal

- Glance, stare to alert the child that their behaviour has been noticed
- Stand by the child to closely observe them

### Rule reminder

- Tell the child to stop. Give a reason. Highlight the rule the child has broken.
- Give a second reminder e.g. you have been told once, the next stop will be...
- Where appropriate use a social story

### Protective consequences

- Time out: KS1 to work in parallel class for a set amount of time relating to the incident ○ FS and KS2 to work outside with the door open for a period of not more than 5 to 10 minutes.
- Playtime may be removed by class teacher so that the child can reflect on what happened. See restorative questions
- Loss of lunchtime. The reflection room (room 8) is used to reflect on incidents with a member of SLT. The incident needs to be resolved to the satisfaction of all parties which may take varying lengths of time- from a short chat to a longer period in order to plan for how to deal with future incidents following school rules. The room is to educate children so they can understand their behaviour and responses and consider how to make improved decisions in the future. The resources on pages 17 and 18 can be used.

## Ideas for implementing the policy in the playground

The teachers, support staff (TA) or midday supervisors (LTS) on duty assume full responsibility for all pupils. LTS are paid until 1.20 so should ensure that specified classes/ children are supervised into school and all incident forms are completed and given to classteachers.

Playground guidance for playtime and lunchtime:

- Follow the Expectations grid ( see appendix 1)
- Use restorative questions when dealing with any incident (appendix 4)
- Seek out children who may experience difficulty and talk with them briefly.
- Be aware of potential 'hot-spots' and try to diffuse them before they start.
- Class teachers should tell teachers or LTS on duty of any pupils who have had a difficult □ session prior to playtime so an extra 'eye' can be kept on them.
- Maintain a high profile - be visible - move around a lot. Deal with any problems as they arise - Do not ignore any incidents or just send the children away- you are condoning the behaviour.
- Anything considered to be significant:- report to the class teacher, stating problem and action taken
- Record the incident using the form on page 16.
- At the end of the break - escort your allocated class back to the classroom at the end of lunchtime
- Insist on walking in when indicated to do so.
- Reward children for helping you outside

**If you need to shout at the children, it means you are too far away to deal with the incident.**

## Appendix 7 Positive phrasing

Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect and restore.

Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

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....."*

All staff working with children with behavioural difficulties to be fully aware of their risk reduction plan and 'roots and fruits', which will outline how issues are to be dealt with those children in order to achieve pro-social behaviours. A copy of this is kept in the red file. The script to use will be summarised onto a bullet point card taken from the risk management plan.

If an incident is witnessed as a member of staff is walking past they are to ask the adult, "Can I help?" At which point the adult can request the support they would like or say they don't need any help.



# Pendragon Primary School - Behaviour Incident Report Form

**Pupils Involved: Perpetrator (p), Victim (v), Witness (w)**

Date:	/ /19	Mon	Tues	Weds	Thurs	Fri
Time:	:					
Location:	Playground	Hall	Dragon	Field	Other:	
Nature of Incident:	Damage	Swearing	Violence	Ignoring		
Possible Racist / Homophobic incident?			Yes / No	Possible bullying?		Yes / No

**Incident – established facts (please attach any additional notes):**

Action:	Restorative Questions used?		Class teacher informed		Referred to SLT member (name):
	Yes	No	Yes	No	
Logged by:		Print:		Sign:	
Further action?					



Key Stage One	
Time to Think	
Name:	
Class:	
Date:	
Please draw what happened.	
What will you do next time?	
Staff member involved	
Head Teacher	
Parent	

<b>Key Stage 2</b>		<b>Time to Think</b>	
Name:			
Class:			
Date:			
<b>What? (What happened?)</b>		<b>Who? (Who was involved?)</b>	
<b>Why? (Why did I do it?)</b>		<b>What will I do about it? (What steps will I take to stop this happening again?)</b>	
Staff member involved			
Head Teacher			
Parent			

