Newick Church of England Primary School

Behaviour Policy

Date of last review: February 2023

Signed……Faye Lawrence (Acting Headteacher)

Signed…… (Chair of Governors)

Purpose of the policy

This therapeutic behaviour policy should be the plan for the majority of children. In addition to this, some children may require separate plans (e.g. Therapeutic Plan, see Appendix 1 to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances (see also SEN Policy). We also acknowledge that some behaviours are appropriate to age and stage of development i.e. still learning to share in EYFS and therefore the language of 'consequence' and 'sanction' may be adapted as children progress through the school.

'*Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'* EYFS September 2014
Our policy is underpinned by the principles of Therapeutic Thinking.

Values
At Newick CE School our core values are:

- Wisdom
- Independence
- Creativity
- Kindness

What is Therapeutic Thinking?
An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic. When we use a therapeutic approach:

- We analyse behaviour rather than moralise about it
- We look for the root causes from feelings and experiences rather than blanket behaviourist theory
- We model therapeutic practices with all children, adults in school and parents or visitors from outside
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

At Newick we firmly believe that:
Positive experiences create positive feelings.
Positive feelings create positive behaviour.

Dynamic Definition - *The dynamic is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community, occasional visitors etc.*
Every child has a dynamic, every member of staff, every class and every school; simply it means those affected by.
The relationships people have with each other and the study of how these relationships can change. The way in which people react to each other in a particular situation.
The interactions of people when they are grouped with others through either choice or circumstance.

Policy Principles
Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).
This policy is based on the rights, responsibilities and needs of individual and groups of pupils;

- We all have the right to feel safe
- We all have the right to work and learn

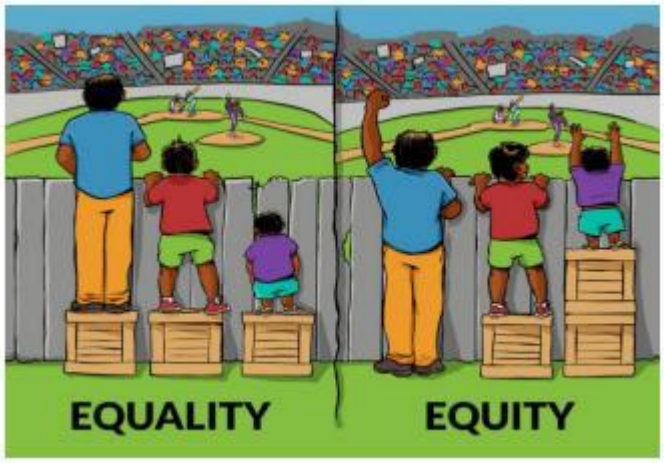
- We all have the right to be respected
- We all are responsible members of our school community

Aims of this Policy and the Therapeutic Approach at Newick CE School

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To ensure the positive environment for safe learners
- To reduce and eliminate exclusions

We aim to provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.

Equality is treating everybody the same.
Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.



Equity is giving everyone what they need to achieve success. At Newick we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning achieve their full potential. Equity = Equality

External discipline is controlling behaviour …Internal discipline is teaching behaviour. To create change we need to understand, not simply suppress, the behaviour.

How we Teach Behaviour

- Relationships (invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)
- Role modelling (this is essential – for e.g. we have to show them how to 'play nicely' by playing with them)
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)

- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm))
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run) Restorative Practice (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control. We have no public methods of tracking individual's behaviour that risk creating negative feelings. We encourage children to work together to achieve a whole class reward by getting 'marbles in the jar'.

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the Schools. Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it. Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Governors are responsible for:
Monitoring and Evaluating the impact of the Policy.

The Headteacher and SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur.

- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

Staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of Religious Education and PSHE (including Circle Time) to promote pro-social behaviour.
- Ensuring PSHE activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents on MyConcern on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others.

Parents are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Teaching their children and being aware of the importance of safe behaviour online (see also Online Safety Policy); attending school meetings about online safety and educating themselves around best approaches to teaching their children how to be safe online.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.
- Reporting any behaviour that they feel is in some way harmful, or detrimental to others through the whole school 'Worry Box'

- **Pupils are responsible for:**
- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour. Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property. Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.
- Reporting any behaviour that they feel is in some way harmful, or detrimental to others through the class or whole school 'Worry Box'

Types of Behaviour

- **Prosocial**

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

- **Unsocial Behaviour (referred to as 'difficult')**

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others

Unsociable/Difficult Behaviour
-Leaving their desk without permission
-Leaving the carpet during input/story without permission
-Refusing to complete the work set
-Refusing to get changed for PE
-Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
-Rocking on their chair
-Calling out/talking to a friend
-Not listening to instructions
-Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.
No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

Antisocial Behaviour (some are referred to as 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment.
Behaviour that is likely to cause injury, harassment, alarm or distress.
Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial. Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous Anti-social behaviour is likely to need SLT support/intervention.

Conscious and Sub-conscious Behaviour and De-escalation

REGULATE (teaches pupil how to shift states)	Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further Offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack Mindfulness or safe zone and sensory activities Play a game of thought, puzzle or other thought provoking distraction Use a calm box/SOS bag or yoga/music
RELATE (teaches pupil relationship building)	Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are on their team, fellow traveller Overcompensate for their past experiences
REASON (teaches pupil)	Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing

REPAIR (teaches pupil how to shift states)	Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say 'sorry', could ask them to check someone is okay Do something together to reduce the shame

Subconscious behaviour - unable to moderate or self-regulate
Conscious behaviour - unwilling to moderate or self-regulate

We believe that behaviour can be a mixture of both conscious and subconscious.
Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour. Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression.
If we punish conscious behaviours we often create conflict. If we punish subconscious behaviours we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.

Consequences and Sanctions (See also Flow chart, Appendix 2)
At Newick adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.
When a child is not demonstrating positive behaviour, staff will:

1. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
2. Review what is causing this learner to behave in this way, put actions in place (e.g. back/front of the line if transitions are tricky, or a buddy system for a pupil who finds lunchtime difficult) and differentiate to lessen this pupil's anxiety or anger.
3. Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention, 'the LOOK').
4. Give a positive reminder of the behaviour thermometer (see thermometer Appendix 4) Green is where behaviour needs to be
5. Give a verbal warning that includes a reminder of consequences. e.g. 'That is now a verbal warning for calling out on the carpet. If you do it again there will be a consequence.' AT NO STAGE SHOULD A PUPIL'S NAME BE DISPLAYED ON THE BOARD/PUBLICALLY SHAMED FOR THIS WARNING. Jot the pupils name down on a notepad on your desk.
6. If behaviour persists, a second warning and appropriate consequence is issued e.g. 'That is your second warning for calling out. Come and sit next to me now, and we will have a chat in your break time.' OR 'This is your second warning for refusing to do your work, you now need to come and sit in another space and complete it here.'
7. If behaviour continues, *or the behaviour displayed is classed as 'DANGEROUS'* child will be sent to see a member of SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time. *If the behaviour is dangerous, a protective consequence may also be issued (e.g. reduced playtime)*
10. If behaviour persists over time, parents will be contacted and informed, and the child will be supported with a separate plan to strengthen the positive behaviours

Football at Newick
Having listened to pupil and staff voice, football at Newick will have its own behaviour sanctions. This is due to the ongoing challenging behaviour demonstrated during football at break and lunch. MDSAs, TAs and Teachers will referee football on rotation. If pupils demonstrate any form of antisocial behaviour (see list above) they will be issued with a yellow card. Any dangerous behaviour (see list above) will immediately receive a red card.
Yellow card = warning
2 Yellows/Red = ban from football for the remainder of the week.
To be logged on MDSA board weekly on the pro-forma in office.

If a child receives two weeks consecutive ban SLT to be informed and a separate plan/consequence to be put in place.

When faced with Challenging Behaviour
Some behaviours exhibited can be more challenging. We use a therapeutic 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….."

Reporting Behaviour Incidences
Incidents of serious or dangerous behaviour – to be reported on MyConcern and SLT informed the same day. Serious incidents, even if dealt with, should be reported to SLT the same day and parents informed.

Exclusion
The Head Teacher and SENCo will consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion.

When establishing the facts in relation to an exclusion decision the Head Teacher must apply the civil standard of proof. The head should accept something happened if it is more likely to have happened than it did not happen. Internal Inclusion (or small gardens) will be considered where behaviour systems are not helping to change the pattern of behaviour. This will follow a conversation with parents.
External will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour.
In these cases, the national guidelines will be followed, particularly with regards to recording and reporting.

Bullying: please refer to the Anti-Bullying policy.

Use of Reasonable Force
In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

Currently in school Sophie James and Hazel Oliver have received Level 2 Restrictive Physical Intervention Training (Jan 2023).

Partnerships with Parents

We work closely with our parents to ensure the consistent approach of the Therapeutic behaviour policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals.

Parents will be informed of all incidents of persistent antisocial behaviour and/or dangerous anti-social behaviour and their protective consequences.

Monitoring, Assessment and Evaluation

- Individual plans will be evaluated by each teacher
- The Boxall assessment may be used as a form of measuring progress for pupils with difficult or dangerous behaviour
- Pastoral care notes, plans and evaluations will help measure progress of the therapeutic approach
- The school's learning mentor will report to the head teacher the impact of the approach

Appendix 1 – Separate Therapeutic Plans we offer at Newick

Support Plan:

Child's Name	Date of Plan:	Review date:
Behaviours 1. Behaviour to reduce:		
Prevention Strategies:	*If behaviour occurs:*	*Strategies following the behaviour to stop it re-occurring.*
Agreed by (child): Parent (s): Member of staff (teacher): Member of staff (TA): Member of staff(Lunchtime):		
Review:		

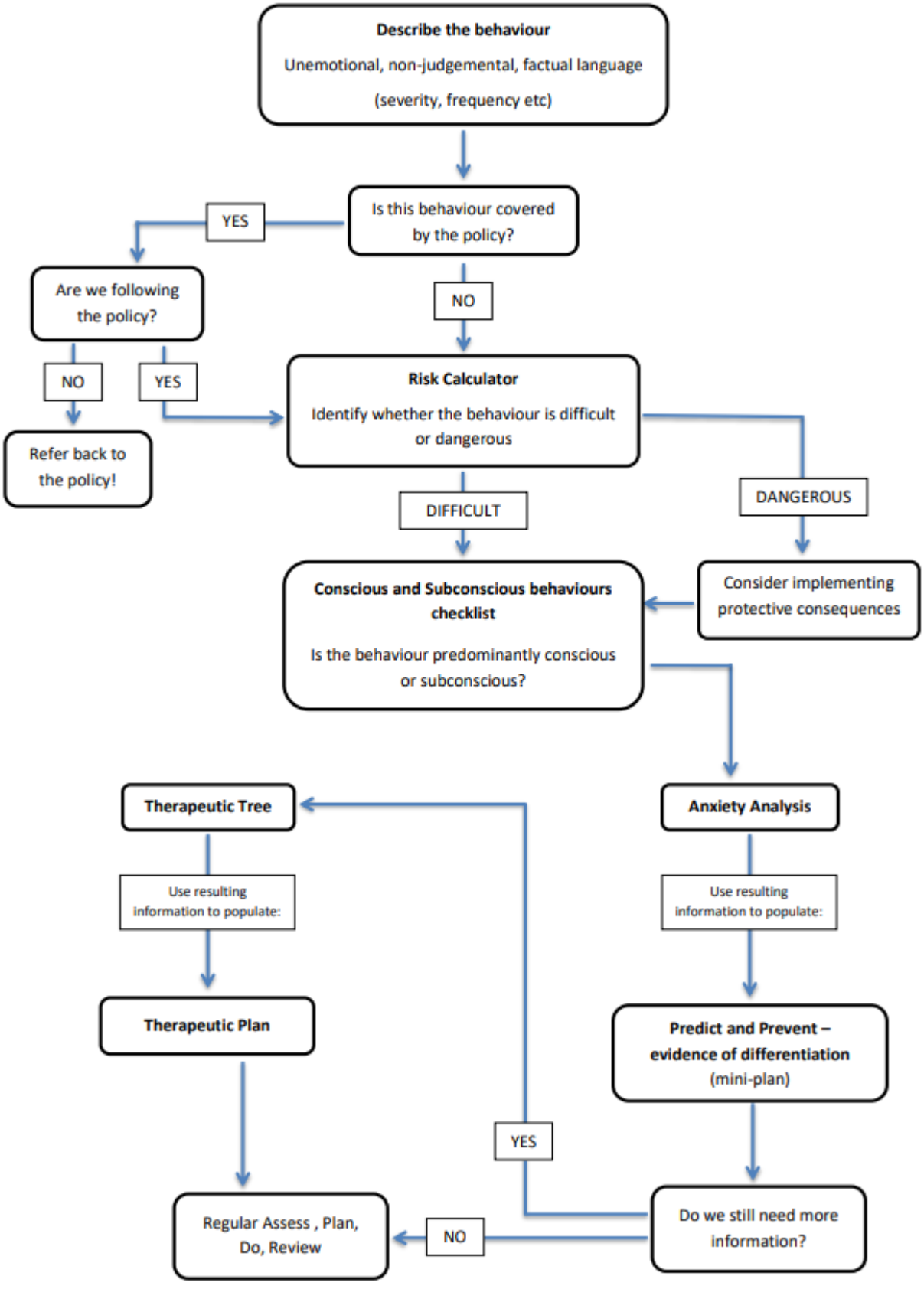
Therapeutic Plan

Student name: Click here to enter text.	**Date of birth:** Click here to enter text.	**Year group:** Click here to enter text.
School name: Click here to enter text.	**School contact:** Click here to enter text.	**EHCP / Band?** Click here to enter text.
SEN: Click here to enter text.		

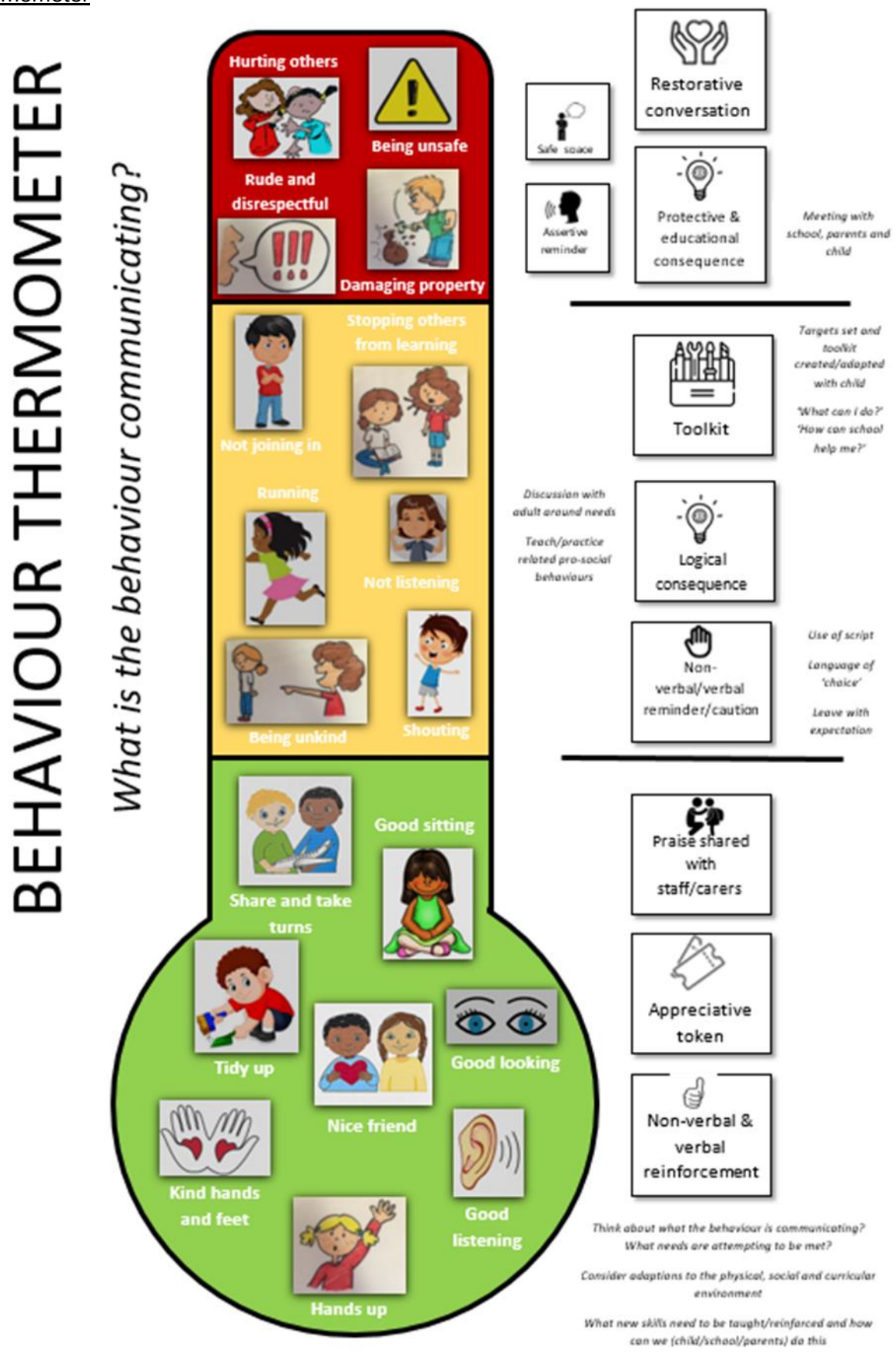
Identified behaviours:							
Harm to self	☐	Verbal aggression	☐	Damage to property	☐	Work refusal	☐
Harm to staff	☐	Criminal behaviour	☐	Punctuality / Attendance	☐	Physical aggression	☐
Harm to peers	☐	Harm from absconding	☐	Criminal behaviour	☐	Inappropriate language	☐

School Referral Summary:	**Attendance:**		**Authorised:**		**Unauthorised**	
					CAMHS- **in the process of a referral**	☐
					CP /CIN	☐
					YOT	☐
					Other ISEND-**ESBAS**	☐
					ANP / APDR-**in the process of writing**	☐
					Keyworker	☐

Appendix 2 – Flowchart


Describe the behaviour
Unemotional, non-judgemental, factual language
(severity, frequency etc)
Is this behaviour covered by the policy?
YES
NO
Are we following the policy?
NO
YES
Refer back to the policy!
Risk Calculator
Identify whether the behaviour is difficult or dangerous
DIFFICULT
DANGEROUS
Consider implementing protective consequences
Conscious and Subconscious behaviours checklist
Is the behaviour predominantly conscious or subconscious?
Therapeutic Tree
Use resulting information to populate:
Therapeutic Plan
Anxiety Analysis
Use resulting information to populate:
Predict and Prevent – evidence of differentiation
(mini-plan)
YES
Do we still need more information?
NO
Regular Assess , Plan, Do, Review

Appendix 3 – Behaviour Thermometer



Appendix 5 – WICK Learners

Policy Date: March 2023
Date for Review: March 2024