

Spring Meadow Infant and Nursery School

BEHAVIOUR POLICY

A Therapeutic Approach to Behaviour

Written July 2019

Reviewed October 2021

Introduction

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Cambridgeshire Steps in the academic year 2018-2019. This policy outlines the purpose, nature and management of behaviour in our school in line with Cambridgeshire Steps.

Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. Pro-social behaviour makes effective teaching and learning possible, whereas anti-social behaviour acts as a barrier to effective teaching and learning.

Pro-Social Behaviour	Consequence to encourage
Examples are: Showing effort in work/completion of work, neat presentation of work to your best ability, being in the right place at the right time, helping/supporting others in distress, good manners, good listening, following instructions first time, kindness to others, calm voice and calm body, looking after all equipment (schools, own and others), keeping the school environment tidy, showing respect in personal space.	Verbal praise including thanks Messages to parents Referral to Headteacher or another staff member to reinforce pro-social behaviours
Low Level (verbal reminder) anti-social behaviour (difficult)	Consequences to support
Lack of concentration/focus on work Ignoring/not following instructions first time Non-aggressive throwing of objects Invading the personal space of others Rough play: including pushing, grabbing, pulling Running/being noisy in the corridor Inappropriate use of equipment Dropping litter Interrupting adults or pupils Inappropriate undirected language Using equipment to tap or touch another person	Verbal reminder <ul style="list-style-type: none"> • Responses should seek to de-escalate behaviour and encourage positive behaviour • Positive phrasing e.g. limiting choice, disempower the behaviour • Restorative/educational consequences e.g. time with an adult, intervention
Medium Level of anti-social Behaviour (difficult)	Consequences to support
Rough play where someone gets hurt: Slapping, pinching, tripping, shoving in the back or pulling someone to the floor Continual undirected inappropriate language Refusal to work Refusal to follow instruction/cooperate Persistent invading of another person's personal space Persistent lack of effort Deliberately provoking others Deliberate unkindness to others Persistent interrupting adults or pupils	Reflect, repair, restore <ul style="list-style-type: none"> • Discussion with pupil/pupils involved • Consider teaching of how to deal with behaviour. Non repetitive/repetitive • If intervention required, speak with SLT • Complete behaviour log • Restricted lunch/break time play in a supervised area with alternative provision • If necessary, plan intervention/teaching • Monitor impact of teaching/intervention • Roots and Fruits/anxiety mapping • Risk Management Plan when needed
High Level Anti-Social Behaviour (Dangerous)	Consequences to support
Intentional vandalism causing damage to school or children's property Spitting at someone Stealing Persistent refusal to work Persistent refusal to follow instructions Verbal threats and physically intimidating	Reflect, repair, restore <ul style="list-style-type: none"> • Discussion with pupil/pupils involved • Consider teaching of how to deal with behaviour. Non repetitive/repetitive • If intervention required, speak with SLT • Complete behaviour log • Restricted lunch/break time play in a supervised area with alternative provision • Monitor impact of teaching/intervention

	<ul style="list-style-type: none"> • Roots and Fruits/anxiety mapping • Risk Management Plan when needed • Contact parents at decision of SLT
Highest Level (Crisis)	Consequences to support
Violent physical aggression causing personal injury: intentional punching, kicking, headbutting, biting or slapping Directed verbal abuse towards an adult or pupil including swearing, racist language, sexist language, homophobic language Use of objects/weapons to intentionally hurt others Bullying/persistent intimidation	Removal from the place the incident took place Repair, reflect, restore discussed with an adult (and other children where appropriate) An educational/protective consequence Parent/Carer notified A record of the incident made on behaviour log An internal/fixed term/permanent exclusion Referral or advice sought from Children's Services RMP put in place

Behaviour is linked to social and emotional development and the key is to create a caring and nurturing ethos within which behaviour management takes place. Our first key value for our children is kindness. The children strive to be kind at all times and each class uses this value to agree on all acceptable behaviours.

Most children at Spring Meadow epitomise the key value of kindness, able to explain why an act is kind or in rare circumstances, unkind. However, there are children who need help to develop pro-social behaviours. We recognise that there needs to be support for those children who exhibit anti-social behaviours which may be difficult and dangerous and this policy outlines how we strive to support these children. We know that behaviour is essentially a form of communication and we work hard to understand what a child's behaviour is telling us. We endeavour to provide the support and strategies necessary to enable children to learn self-control and develop pro-social responses.

The School's Therapeutic Approach

At Spring Meadow we have a therapeutic approach to behaviour management and we have high expectations of everyone. We believe that our school should be a happy and secure place for all. Our children are very young with the vast majority of children exhibit excellent behaviours. We provide continuous praise for good behaviours and children strive to replicate those seen in others. Our children love instant rewards and we use stickers, and work sharing as well as certificates to provide a fair and equitable response to good models of behaviour.

We all work together to promote pro-social behaviour, to respond to individual needs and to encourage a collective sense of responsibility. All staff have day-to-day responsibility for the behaviour of the children both in classes and around school. A happy, caring environment is important to all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Politeness, good manners and care for both people and property are expected. Classes have collectively produced charts which provide a reference point for the children to be clear about what being kind means, they also articulate what it means to be brave and curious. These three values form our behaviour management approach so that every child is able to buy-in to being self-motivated and wanting the best outcomes for themselves as well as their friends.

Children are encouraged to help each other to behave pro-socially and to support those who are experiencing difficulties. Restorative approaches and times of reflection are encouraged through discussion and self-evaluation. Our PHSE programme supports such strategies. Staff are firm, fair and consistent in their actions with children and endeavour to respond therapeutically in line with Step On training. In meeting the needs of all children, we strive to be inclusive.

First Steps

We recognise that a number of children need further support to enable them to be kind at all times. These are often children who display repetitive, low level behaviours which regularly disrupt the day-to-day learning in class. We have a wide range of strategies to enable these children to make positive changes to their behaviour. We may/will...

- Talk to the child respectfully and calmly

- Listen
- Arrange a meeting to talk to parents about our concerns
- Create a behaviour plan tailored to meet an individual's needs
- Enlist the support of colleagues
- Use positive phrasing
- Offer limited choice
- Disempower the behaviour
- Move the child away from the group (in their own classroom)
- Ask the child to work in another classroom
- Ask a pupil to catch up on missed learning at playtime or lunchtime
- Offer sensory breaks
- Keep a log of behaviours
- Ensure there are consequences

The Deputy Head Teacher will support these children and talk to them about their behaviour and the effect it is having on both their learning and that of others.

Next Steps

A small number of children need bespoke provision (beyond First Steps) and have Risk Management Plans. These children may display more extreme behaviours that are difficult and dangerous. Where appropriate, staff will know how these children are being supported so that there is a whole school team approach. We may/will...

- Speak respectfully and calmly
- Listen
- Attempt to reduce anxiety
- Do everything we can to avoid escalation
- Use scripts
- Allow recovery time
- Act to ensure the safety of all pupils and staff
- Ensure there is a safe place to calm down and/or work
- Follow our Positive Handling Policy
- Allow time to reflect, repair and restore
- Make provision for a pupil to work outside the classroom (internal exclusion)
- Provide supported play activities
- Ensure there are educational consequences

The exclusion guidance is followed where necessary but our primary aim is to keep children in school if it is safe to do so.

Definition of 'consequences'

A consequence is a conclusion derived through logic; it is something that logically or naturally follows from an action. There are two kinds of consequences

- Protective consequences - removal of a freedom to manage harm
- Educational consequences - the learning, rehearsing or teaching so the freedom can be returned

It is essential that there is always an educational consequence. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances.

All staff know how children with greater needs are being supported so that there is a whole school team around a child.

Recording and Monitoring

Class teachers record their concerns about a pupil's behaviour in a class folder. Key Stage Leaders monitor pupils' behaviour and concerns are shared in team meetings. The Deputy Headteacher, the Headteacher and SEND Leader also monitor behaviour and offer further support and guidance.

Anti-Bullying Policy

The school has a separate policy for anti-bullying, and where behaviour is linked to bullying the child is side stepped onto the procedures outlined in the anti-bullying policy, which includes the support group method. Bullying incidents are recorded in the Anti-Bullying folder which is managed by the Head Teacher.

Supporting children with challenging behaviours – using non-physical restraint

Cambridgeshire County Council and Spring Meadow Infant and Nursery School do not support the use of physical force or restraint. Team Teach training is no longer provided. The County SEND team provide further STEPs training called STEP ON. The STEP – ON training is only provided to enable practitioners to manage challenging behaviours of identified children in its settings. This training is only provided following an extensive risk assessment of the child. At this time October 2021 we do not have any children who meet the threshold for Step-On support.

As a school we are committed to not using any form of physical restraint. All staff have been trained to support a child to move away from challenging situations without using any form of force.

Review

The Headteacher and all staff will review this policy as necessary. Any suggested amendments will be presented to the Governors for ratification.

~~This policy was last reviewed in July 2019 by staff~~

~~Full Governing Body reviewed: September 2019~~

Full governing body review October 2021

Appendix 1

Reflection time with the class teacher in the child's classroom

- This is only used when a child needs to reflect on classroom behaviours or playtime behaviours that disrupt learning or cause others harm. This provision enables an arena to discuss what behaviours are the right ones to use during class learning time or playtime. It is used sparingly.

The teacher will

- Record the child's name and reason for reflection time
- At lunchtime a record on a behaviour log sheet is completed and given to the class teacher at the end of lunchtime so they are informed immediately
- The child will undertake an agreed task during the reflection time
- Child to be supported to reflect and complete a thoughts, feelings and actions sheet. This is stored in the class pupil behaviour log
- If a child has to remain in the class to reflect a second time the parent must be informed at the end of the school day.
- The teacher will agree specific actions that will be taken in the classroom or playground to support the child to improve behaviours to enable learning to be secured at the expected standard.
- If challenging behaviours continue a risk management plan MUST be completed to support positive learning and play for the child
- Briefing sessions are held for all staff. This enables positive behaviour management systems to be reinforced. It also enables all staff to be aware of any special needs of key children who require additional support during challenging periods of time.

Supported Play

Some of our children have special education needs and require adult support to keep them safe. Occasionally a child may not have an identified special educational need, but may still need additional adult support to secure a safe and happy lunchtime. Some children are at the early stages of developing positive play with their peers and need support with turn taking and responding in a safe way when things go wrong. Key staff are placed to provide play activities both inside and outside for identified children. This approach enables children to manage challenges as they naturally arise with a known adult close by to support. Key targets are set for the child and an expected end of support is agreed. Teachers and midday staff can request a place for a child to support lunchtime play.

Risk management plans

The class teacher and parent will identify the specific educational needs of a child. Once these are identified the potential risks will be considered and measures agreed to support the child.

All staff involved with the child will be informed of the contents of the risk management plan so that there is a consistent approach to the support for the child.

Risk management plans are reviewed at the end of a half term.