Positive Behaviour Policy – Encouraging pro-social behaviour and self-regulation

Pendragon Community Primary School

Lead person: Headteacher

Reviewed: Spring 2024

Ratified by Governors: Spring 2024

Next Review Due: Spring 25

Introduction

"You can't teach a child to behave better by making them feel worse. When children feel better they behave better." Pam Leo

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. We aim to create an environment in which pupils can learn and develop. We encourage pro-social behaviour and self-regulation through setting high expectations and promoting mutual respect between pupils, and between staff and pupils. We recognise that every behaviour serves a purpose and can be a form of communication. The school motto summarises all rules- Respect, Effort, Achieve, Challenge (REACh). We believe we should show respect for each other and for our environment.

We have adopted the Cambridgeshire Steps approach. 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 de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm and to debrief both children and staff.

Aims:

- To ensure our school is a calm, happy and safe environment.
- To build a community which values well-being, self-regulation, kindness and empathy to others.
- To ensure all learners are treated fairly, shown respect and their needs are met.
- To prevent and to tackle bullying.

To achieve this all staff at Pendragon Community Primary School will:

- Recognise and promote pro-social behaviour.
- Educate all pupils in recognising and responding to their emotions through PSHCE .
- Provide clear guidance and strategies to support learners engaging in anti-social behaviour.
- Recognise dysregulation comes from stress and respond calmly to it.

How we encourage pro-social behaviour at Pendragon

- Meet and greet each child every morning and check for any issues.
- Refer to the school motto, Respect, Effort, Achieve, Challenge (REACh).
- Have high expectations of children with regard to work completion and pro-social behaviour.
- Work closely with parents to share information about positive behaviour.
- Model talking to people with dignity and respect and value all contributions.
- Model positive interactions, behaviours and manners.
- Plan lessons that encourage, challenge or are scaffolded appropriately to meet the needs of all learners.
- Be calm and assume the best in children. Show unconditional positive regard to all pupils.
- Reward pro-social choices through positive praise, house points, Friday awards and Headteacher's awards.
- Develop emotional literacy through delivery of PSHCE lessons and well-being education.

- Have a clearly defined ladder of strategies ‘Steps to Positive behaviour’ (Appendix 1) to be applied if a child struggles to make pro-social choices. Use advice from ‘Dealing with Specific Incidents’ if required (Appendix 2)
- Use the Steps Flowchart (Appendix 3) to analyse patterns of behaviour and write plans and risk management plans.
- Read and follow the Individual Risk Management Plan for any child who has one.
- Have a shared staff understanding through:

1. Training: Introduction to Steps; an annual refresher and regular updates and reminders.
2. Using the same definitions (Appendix 4)
3. Basing practice on all relevant policy (Appendix 5)

Taking Account of Special Educational Needs (SEND), Disability and Vulnerable Pupils

Children with SEND may need extra help because of a range of needs, such as: in thinking and understanding; physical or sensory difficulties; emotional and behavioural difficulties; difficulties with speech and language or how they relate to and behave with other people. In applying our Behaviour Policy, we make reasonable adjustments for children with SEND.

Roles and responsibilities

Everyone within the school is responsible for implementing a therapeutic approach to behaviour

Senior Leadership Team

SLT are not expected to deal with behaviour in isolation. They should support colleagues, guide, model and provide consistency in delivering the behaviour approach. In addition, SLT will:

- Be a visible presence in the team to encourage and model appropriate conduct with staff and children.
- Support staff in applying therapeutic interventions including restorative conversations.
- Support staff in meetings with parents. Ensure staff training needs are identified and targeted.

In addition the Headteacher will ensure that the local authority and national exclusion guidance is adhered to and share information with governors on a termly basis.

Governors

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy’s effectiveness
- Holding the Headteacher to account for its implementation

Parent’s responsibilities

Parents and carers, should get to know the school’s behaviour policy and support their child in adhering to the policy. Inform the school of any changes in circumstances that may affect their child’s behaviour.

Pupil responsibilities

Pupils will be made aware of the Steps to Positive Behaviour; the school's key motto REACH; the rewards they can earn for meeting the behaviour standard; the logical consequences for positive and negative behaviour.

Recording and Reporting Behaviour Incidents

All behaviour incidents are recorded. Behaviour incidents are analysed on a termly basis across the school. This allows us to work collaboratively to improve behaviour. Incidents around individuals are tracked to minimise the likelihood of bullying occurring in school. When appropriate, all information is shared with parents and carers. We also closely monitor the impact of the IRMPs (individual risk management plans) to ensure that plans are being followed and are supporting the needs of the child. A summary of behaviour incidents is reported to the Governing Body on a termly basis.

Foul and abusive language

At Pendragon Community Primary School, our success is underpinned by positive, meaningful relationships. As part of this, we believe our language should reflect respect and courtesy towards each other. We therefore take clear responses to foul and abusive language, as follows:

Casual swearing - e.g. on the football pitch, in conversation.

RESPONSE: Children spend time reflecting with an adult.

Foul and abusive language used aggressively towards another pupil

RESPONSE: Children spend time reflecting with an adult.

If language is deemed to be excessively violent and aggressive, a suspension will be considered.

Foul and abusive language in a learning or play space

RESPONSE: Children spend time reflecting with an adult.

If language is deemed to be excessively violent and aggressive, a suspension will be considered.

Verbal abuse / verbal assault on staff

RESPONSE: A fixed-term suspension will be considered in order to protect the respect and safety of our environments.

In all cases above, staff will apply the behaviour policy and employ the use of scripts to support de-escalation.

Risk Reduction Plans

It is sometimes necessary to create a Risk Reduction Plan (RRP) for a pupil. A RRP will outline how we are going to respond to behaviour displayed by an individual pupil. The RRP becomes the policy for working with the child, with personalised language and strategies employed to avoid the escalation of anti-social behaviour. RRPs will also outline opportunities for the pupil to experience pro-social feelings and behaviours, along with information about how incidents are recovered from and reflected upon. The development of a RRP will include the use of resources from Cambridgeshire Therapeutic Thinking, including Anxiety Mapping, Roots and Fruits and a Risk Calculator (see Appendix 5).

Off-site behaviour

Consequences may be applied where a pupil has been dysregulated off-site when representing the school for example when the actions could have repercussions for the orderly running of the school. Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Child-on-Child Abuse

At Pendragon Primary, we recognise that some pupils may display abusive behaviours towards one another, including sexual harassment and/or violence. Where this happens, incidents or allegations must be referred to the safeguarding leads immediately to ensure appropriate support and intervention is put in place for both parties. Please refer to our Safeguarding and Child Protection Policy for more information. An individual risk assessment will be put in place using the LA recommended toolkits.

Bullying and Harassment

Our policy for dealing with bullying is set out in a separate document, the school's Anti-bullying Policy. Any incidents of reported bullying are immediately investigated and recorded. The Headteacher reports on the number of incidents that have taken place each term to the Governing Body and notes patterns within groups and individuals.

Prejudice-related incidents

Under the Equality Act 2010 schools are required to record and investigate all 'prejudice related' incidents and to report them to the Local Authority on a regular basis. There are 9 protected characteristics covered by the Act:

• Age

• Disability

• Gender reassignment

• Marriage and civil partnership

• Pregnancy and maternity

• Race and ethnicity

• Religion or belief

• Sexual orientation

• Gender

Incidents involving children and adults are recorded whether or not those responsible intended their behaviour to be prejudice related. It should also be noted that a prejudice related incident does not necessarily have a victim. Parents and carers are contacted if their child is involved in a prejudice related incident. Any incident that is alleged or perceived to be prejudice related is recorded and if, following investigation, it is concluded that it is not prejudice related; this outcome is noted on both the school record of the incident and the report that is submitted to the Local Authority. Termly reports of incidents are recorded with the Local Authority using the Prejudiced Reporting for Education (PRfE) and do not identify individuals, but this information is kept at school level, in line with other records on behaviour and incidents of bullying.

Guiding children and reasonable force

We acknowledge that staff must only ever use physical intervention as a last resort and that, at all times, as set out in Use of Reasonable Force in Schools: Advice for Headteachers, Staff and Governing Bodies (DfE, 2013), it must be the minimum necessary to prevent pupils injuring themselves, another person/property. Use of reasonable force will always be reported to parents/ carers and recorded in the confidential Physical Intervention book. In planning support for pupils whose behaviour poses a risk of harm to themselves or others, the school writes a Risk Management Plan and takes advice from the LA. All staff members are trained in the Steps approaches, which focus on de-escalation strategies and restoration.

Deciding to Suspend or Exclude a Pupil

The decision to suspend or exclude a pupil can only be taken by the Head Teacher or, if he/she is absent, by the most senior teacher. Suspensions can either be for a fixed period of up to45 days in a school year, but are normally less than 5 school days or permanent. See Appendix A for further information on Exclusion.

Pendragon Community Primary School promotes inclusion wherever possible. We reserve the right, however, to suspend or exclude children whose behaviour is a danger to others or consistently goes against the school expectations and ethos.

Confiscation, searches, screening

Searching and screening of pupils is conducted in line with the guidance Searching, Screening and Confiscation: Advice for Schools (DfE, 2022)

If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned item, a pupil can be instructed to undergo a search without consent; parental permission or pre-notification is not required. However, only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. Staff are also permitted to examine data files held on personal devices during a search, with the authorisation of the Headteacher. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items (e.g. vapes, lighters etc.)
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to school property

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider what action to take. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider what

action to take. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Complaints and appeals

Parents/ carers have a right to appeal against a decision made by the school. Parents/carers should refer to the school's Complaints Policy.

Appendix 1: Exclusion Guidelines

Principles

● Exclusion should only be used in School as a last resort and in response to serious breaches of school policy on behaviour or of the criminal law.

● It should be clear that to allow a child to remain in School would be seriously detrimental to the education or welfare of that pupil, or to that of others at the school.

● All reasonable steps should have been taken to avoid the exclusion of a child and the steps set out in the Behaviour Policy should, in normal circumstances, have been implemented.

● A Headteacher can permanently exclude a child for a first offence, for example involving violence, but only after taking time to consider the incident in question - not in the heat of the moment. A Headteacher can also permanently exclude a child for an accumulation of behaviour if the impact on the welfare of others is sufficient.

● Exclusion should not be used for minor incidents.

● Children with Statements of Special Educational Needs and children looked after by the Local Authority should have particular care paid to whether their needs are being met before exclusion is considered for behaviour.

The Headteacher should:

● Consider all the facts and firm evidence to support the allegations made.

● Check whether the incident appeared to be provoked, by, for example, racial or sexual harassment.

● Allow the pupil to give his/her version of the events where possible and practicable.

● Take into account the school's policy of equal opportunities.

● Consider whether other agencies need to be consulted.

Once a decision has been made to exclude a pupil:

● An exclusion should normally begin on the next school day.

● There is no requirement for the Headteacher to consult the pupil's parents/carers before making the exclusion but once the decision has been made they must be notified immediately, ideally by telephone.

● A letter should follow up the telephone call on the next school day, or the same day if possible.

Who must be informed?

The Headteacher must inform the Governing Body and the LEA immediately of:

All permanent exclusions.

All exclusions which result, separately or in total, in the pupil missing more than fifteen school days in any one term.

Any exclusion that denies the pupil the opportunity to take a public examination.

The responsibilities of the Governing Body

The Governing Body will appoint three of its members to form the Pupil Discipline Committee.

The role of the Discipline Committee is:

● To review the use of exclusion in the school.

● To consider the views of the parent/carer of the excluded pupil.

● To decide whether or not to confirm exclusions of more than fifteen days in any one term.

● To decide whether or not to confirm exclusions that deny the pupil the opportunity to take a public examination.

No governor serving on the panel should have any connection with a pupil or the incident that could affect the impartiality of the hearing.

Timescales

Once the Clerk to the Discipline Committee has received notification from the Headteacher of exclusion, he/she should adhere to the following time-scales:

For an exclusion of between 6 and 15 school days in a term- set up a meeting between the 6th and 15th school days to consider the exclusion.

For an exclusion of more than 15 school days - set up a meeting between the 6th and 15th school days to consider the exclusion.

Appendix 2 Steps to Positive Behaviour Notes for Adults

Steps to positive behaviour

At any point, when a child demonstrates positive behaviour after any of these steps, a fresh start must be offered.

1	Gentle reminder	"Remember to show REACH?" "Remember we're *walking*."
2	Reminder of REACH	"To show REACH, you need to *listen carefully whilst I'm teaching."*
3	Positive offer	"I can see that you're finding it difficult to *sit quietly, why don't you move places so that you can concentrate."*
4 *	Repair	Reflection with a familiar adult Restorative conversation and attempts to fix the relationship that has been damaged "Obviously…"e.g. time to complete work; reparation to fix a damaged item Social story
5 *	Change of face / location	Parent informed by class teacher
6 *	Next steps	Meeting with parents and class teacher ** Meeting with parents, class teacher and SLT. Analysis of behaviour STEPS tools. It may be necessary to write an individual risk management plan. This becomes the behaviour policy for that child.

*	Record on a behaviour incident form and if required a record of harm form
**	Communicate the following with parents. Where possible this should be the adult who witnessed it, or clear information should be given to the class teacher in order for them to contact parents: • Physical behaviour • Swearing • Continued relationship difficulties • Persistent passivity/avoidance • Repeated low level behaviour affecting teaching and learning

Steps to Positive Behaviour

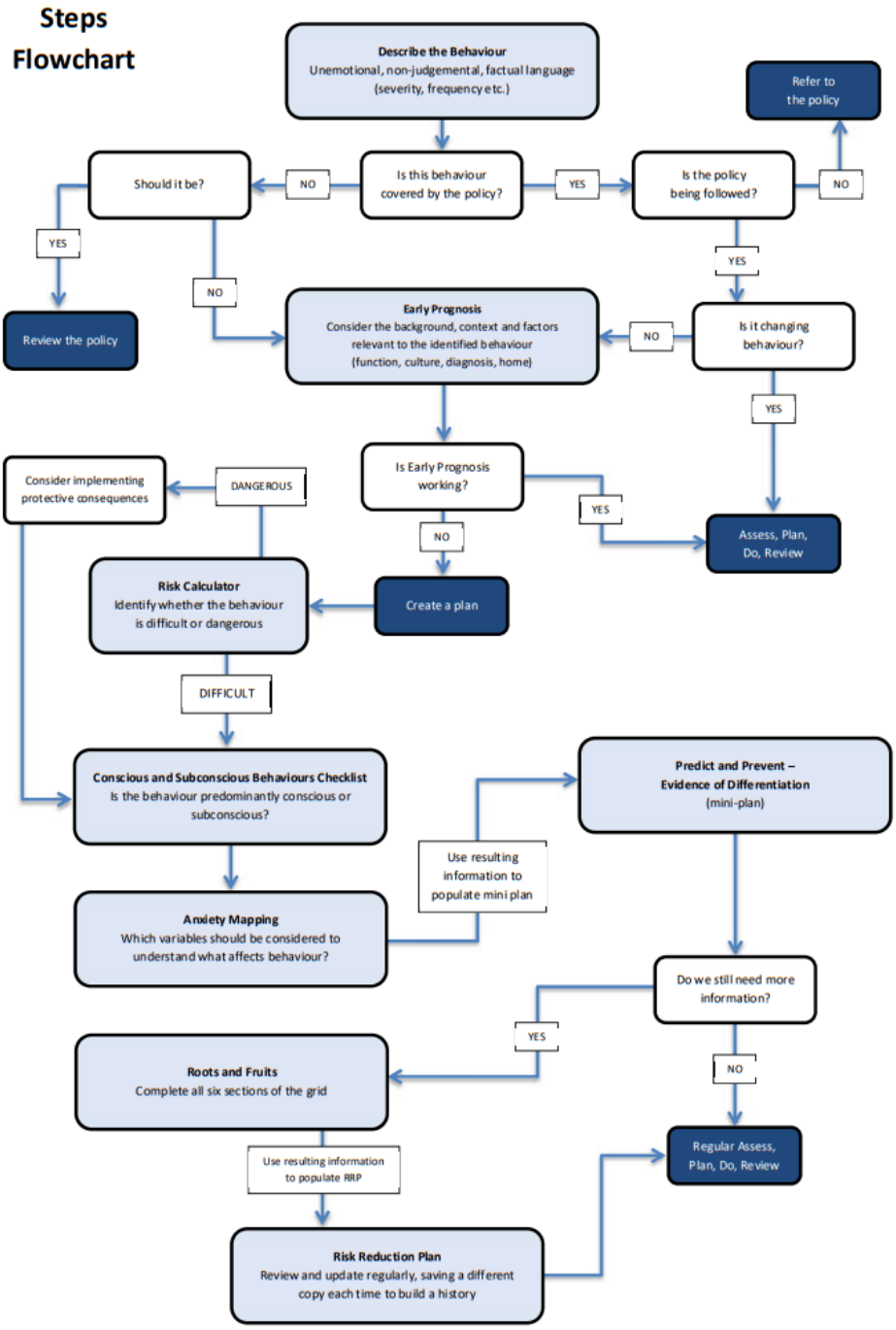
If you demonstrate positive behaviour after any of these steps, a fresh start will be offered to you.

1	Gentle reminder	"Remember to show REACH?"
2	Reminder of REACH	"To show REACH, you need to ...."
3	Positive offer	Try something different "You can do... or ..."
4	Repair	Talk it over
5	Change of adult or place	Try a new adult or place We will let your parents know
6	Next steps	Meeting with parents and class teacher Your own behaviour plan

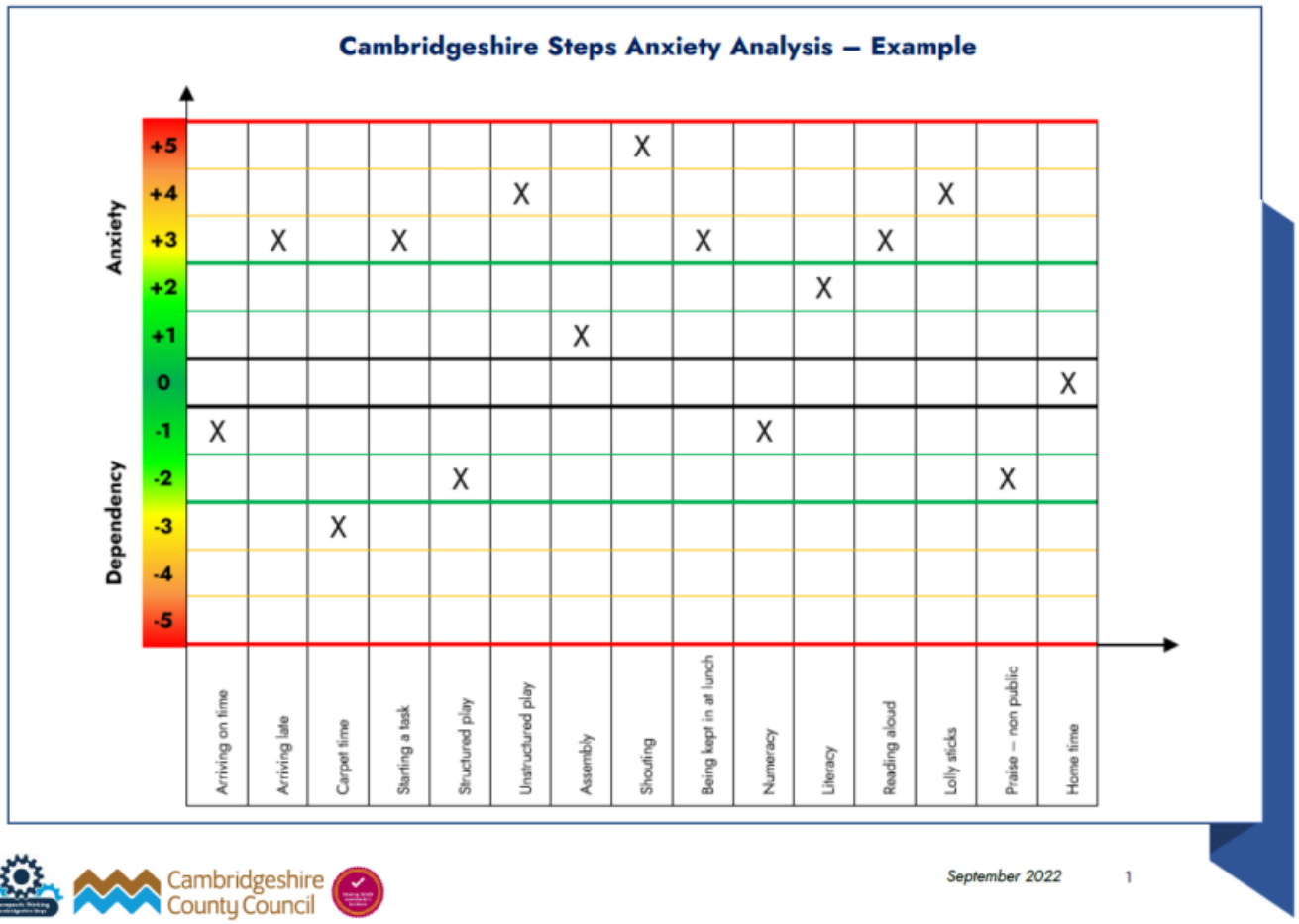
Appendix 3 Dealing with Specific Incidents

Dealing with Specific Incidents	
Racist comments Homophobic comments	Dealt with immediately Questions to ascertain understanding Restorative conversations Parents informed Report to LA on required forms
Dangerous behaviour	Adopt a calm and 'unshocked' demeanor Always act in a way to keep ourselves and others safe. This might include encouraging or ushering (using 'open mits') the child to a safer space (for example outside or to the child's designated safe space); Evacuate other children from an area; Remove items which may cause harm. Ensure familiarity with the Individual Risk Management Plans (IRMP) After de-escalation and at the right for the time for the child hold restorative conversations which include the agreement of logical consequences with the adult involved. Provide opportunities for children who have witnessed anti-social behaviours and staff involved in de-escalating complex behaviour an opportunity to de-brief and discuss their experiences. Review any incidents involving dangerous behaviours to either adapt provision or to put in place new supportive and protective measures for staff and children.
Shaming/poverty shaming comments	PSHCE lessons to discuss the wider issues and raise awareness Inform parents
Serious major incident e.g. Assault where medical attention is needed Other agencies involved e.g. police/A and E Child left property	Refer to serious incidents steps and critical incident policy Follow at a safe distance phone police Involve parents Involve LA
Sexually harmful behaviour	The response should be proportionate, considered, supportive, and decided on case-by-case basis Refer to Cambridgeshire Child Sexual Behaviour tool Inform authority and refer child and family to early help or social care Refer to KCSIE 2024 Write RMP

Appendix 4 Steps Flowchart



Appendix 5 Cambridgeshire Therapeutic Thinking Documents



Cambridgeshire Steps Anxiety Analysis – Example

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time **Predict it**	Evidence of Action **Prevent it**
Raised Anxiety	+3 - +5	**These areas overwhelm the pupil** 1. Arriving late 2. Starting a task 3. Unstructured play / being kept in at lunch 4. Shouting (loud noises) 5. Reading aloud / lolly sticks (public focus)	**Planned differentiation required to reduce anxiety** 1. Meet and greet at reception (10 minute settling activity before entering class with allocated class LSA, either Connect 4 or top trumps) 2. Sentence stems, word bank and chunked tasks provided for all topics 3. He will always be allowed access to the outside; times may be differentiated as a consequence. He needs 1:1 supervision at all playtimes 4. Offer re-assurance not criticism 5. X's lolly stick will not be in the pot. X is aware of this. **Never ask him to read aloud**.
	+2	**These areas run the risk of overwhelming the pupil** 1. Literacy	**Monitoring needed** 1. Regular check ins – At least every 10 mins during a lesson from class teacher. All staff celebrate small achievements e.g. capital letters, underlining headings, completing single or chunks of tasks
	0		
Increased dependency	-2	**These areas run the risk of developing over reliance** 1. Structured play 2. Praise, non-public	**Monitoring needed** 1. After 20 minutes of support, staff disengage for 5 minutes. Give verbal feedback at the end of lunch – not publicly 2. Feedback is needed but never publicly. Tell them the behaviour you observed and how it made you feel
	-3 - -5	**These areas have developed an over reliance** 1. Carpet time	**Differentiation needed to reduce this over reliance** 1. He should never be removed from the carpet as a punishment. He should have his carpet spot moved daily to ensure he does not get dependent on a fixed location

Cambridgeshire Steps Roots and Fruits – Guidance

Anti-social/difficult/dangerous behaviours (No. 1)

The behaviour logged on your systems can populate this box e.g., Sims, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

• Running inside the school building • Refusing to start a task in literacy • Calling out when the teacher is talking • Throwing pencils in class • Putting equipment in their mouth	• Pushing over chairs • Kicking staff • Going under the table • Using racially abusive language • Intimidating younger pupils • Hiding in the toilet block • Climbing the outside of the building

Avoid broad undefined terminology such as 'disruptive, hurting, defiance, bullying'.

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan.

Pro-social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on three to five key behaviours that you want to facilitate and achieve.

• Walking while inside the school building • Starting a task independently • Putting their hand up to answer a question • Using only the specified equipment	• Staying at their workstation for 10 mins • Coming in off the playground when asked • Participating in an adult-led game with peers • Asking staff to help with a task

This section should populate the pro-social behaviour section of the risk reduction plan

Roots and fruits should be a working document; once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Anti-social/negative feelings (No. 2)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feelings rather than just the obvious ones e.g., anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

• Helpless • Anxious • Blamed • Shamed • Uninspired • Disliked • Rejected	• Isolated • Controlled • Forced • Worried • Bored • Irrelevant	• Hungry • Pain • Confusion • Embattled • Worthless • Embarrassed

Pro-social positive feelings (No. 5)

This section identifies how the CYP would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below in No. 6 should consider the feelings we want to achieve for the CYP and ensures we do not make an assumption based on how it would make us feel. Each person will feel differently about an experience so this section should be based on how it would make this specific CYP feel.

• Happy • Calm • Liked • Involved	• Safe • Included • Valued • Inspired	• Needed • Understood • Respected • Motivated

If you begin by identifying a feeling, e.g., 'safe', you will then need to think about what experiences you can provide so the CYP feels safe.

Anti-social/negative experiences (No. 3)

Past and current experiences in each of the following areas should be identified and explored:

- School
- The child and their health/wellbeing
- Their family
- Their community

DfE mental health and behaviour in schools document page 14-15 risk factors should be considered when completing the above.

Anxiety analysis

From completing anxiety analysis, you should be able to identify high anxiety linked to:

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section.

Pro-social/positive experiences (No. 6)

Protective factors are outlined in the DfE mental health and behaviour in schools document.

All advice and strategies from external agencies should be included here.

- EHCP recommendations
- Specialist advisory services
- Health professionals
- Outreach services
- Boxall profiling
- Developmental strategies
- School-based interventions

Anxiety analysis and differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiated experiences, staffing etc. you are going to provide in school and include in the risk reduction plan.

Once listed these should populate the top of the risk reduction plan.

Cambridgeshire County Council

September 2022

Cambridgeshire Steps Risk Reduction Plan

Name:	DOB:	Date:	Review date:

Photo	Risk reduction measures and differentiated measures (to respond to triggers): •

Pro-social/positive behaviour	Strategies to respond
Anxiety/DIFFICULT behaviours	Strategies to respond
Crisis/DANGEROUS behaviours	Strategies to respond
Post-incident recovery and debrief measures	

Signature of plan co-ordinator..... Date .....

Signature of parent/carer..... Date .....

Signature of CYP..... Date 09/12/2023

Cambridgeshire County Council

September 2022 1

Appendix 6 Definitions

Behaviour: Everything a person says or does. The spectrum goes from pro-social to extreme anti-social behaviour.

Being therapeutic: Pro-social feelings of everyone are prioritised.

Pro social behaviour: Behaviour which is positive, helpful and values social acceptance.

Unsocial behaviour: Not choosing to behave sociably or not doing as instructed or dictated, but not to the detriment of self or others. This might be seen as withdrawn, anxious, passive or avoidant.

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Difficult behaviour: Behaving in an unsocial way that is not likely to cause injury to themselves or others. Not likely to cause significant damage to property.

Dangerous behaviour: Behaviour which results in injury or harm to self or others, damage to property or would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Behaviour described as dangerous will be evidenced in terms of severity and frequency of outcomes.

Logical consequences: A logical explainable response, outcome or conclusion to a pro-social or anti-social behaviour. This is a chance for children to make amends and repair any damage to relationships or property. Consequences are designed to help children learn and develop pro-social behaviours to apply to all contexts.

Appendix 7 Legislation, statutory requirements and statutory guidance

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

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Children and Families Act 2014

Education and Inspections Act 2006

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice