



DOGSTHORPE INFANT SCHOOL

Behaviour Policy

Ratified by: Standards Committee

Date: 6th December 2021

Minute: 12

Review Date: Every 2 Years

Welcome to our school family where children are...

-  inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.
-  nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.
-  little stars who deserve to shine.

Policy Overview.

What is the policy for?

This policy is for all members of the Dogsthorpe Infant School family to ensure that there is a common and consistent understanding of what we expect from our children and staff.

Who has devised and contributed to this policy?

This policy has been devised by the school's 'Step On' tutors in consultation with staff.

How will this policy be communicated?

The policy is available on the school website and a copy is available from the school office.
The Whole School Recipe is displayed around school and in each classroom.

How will this policy be monitored?

Governors will monitor this policy through the half-termly Headteacher reports and through Governor visits/days.

Which other policies are linked to this policy?

All Safeguarding policies, with specific links to Anti-bullying. Home School Agreement and Code of Conduct.

Our Vision and Values.

Welcome to our school family where children are...

-  inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.
-  nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.
-  little stars who deserve to shine.

Our Values will make us SHINE!

Succeed - determination, perseverance, ambition

Happy - confidence, empathy, respect

Independent - resilience, responsibility

Nurture - kindness, caring, co-operation

Enthusiastic - curiosity, imagination, motivation

At our school we aspire for every member of the school family to feel valued and respected, and that every person is treated fairly and well. The school takes a therapeutic approach to behaviour management inspired by the 'Step on' training we received from Cambridgeshire Steps. By talking and listening to each other, adults and pupils can know how others feel and empathise with them. In this way, we can learn to understand and respect different beliefs, attitudes and cultures. Every school relies on its members behaving in certain ways to achieve its purpose. Our school's central purpose is concerned with children's learning, their overall well-being and how we can enable everyone to 'Dream, Believe, Shine'.

'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.'

Pam Leo

Our School Rules

In place of 'rules' we have:

Our Recipe for a FANTASTIC school!

We will have kind hands and feet.

We will say kind words to each other.

We will use our manners.

We will listen to all adults in school.

We will look after our school.

We will sit quietly and show we are ready to learn.

We will always have a go and try our best in everything we do.

We will move around school calmly and quietly.

Definitions

Behaviour: The way in which one acts or conducts oneself, or responds to a particular situation or stimulus, especially towards others.

Prosocial: Feelings and behaviours that are positive, helpful and of benefit to the individual and to other people and society.

Antisocial: Feelings and behaviours that are to the detriment of the individual, the community or to the environment.

Unsocial: Not making an effort to behave sociably, or even in line with instructions, but not to the detriment of others.

Resilience: Having enough prosocial feelings to counter those antisocial ones, to allow an individual to cope and thrive.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone with the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

Dynamic: The interactions of everyone grouped together and affected by a particular individual, institution or situation.

Discipline: To train oneself to do something in a controlled and habitual way. Discipline can be external (controlled through rules and structures) or internal (self-regulation).

Our approach.

At Dogsthorpe Infant School, we want all of our children to be able to regulate their emotions and the behaviours that communicate these, with growing independence. Children may require the scaffolding and modelling of successful self-regulation strategies from those around them. Children will be listened to, treated with mutual respect and their social, emotional and mental health needs considered through a consistent and embedded approach.

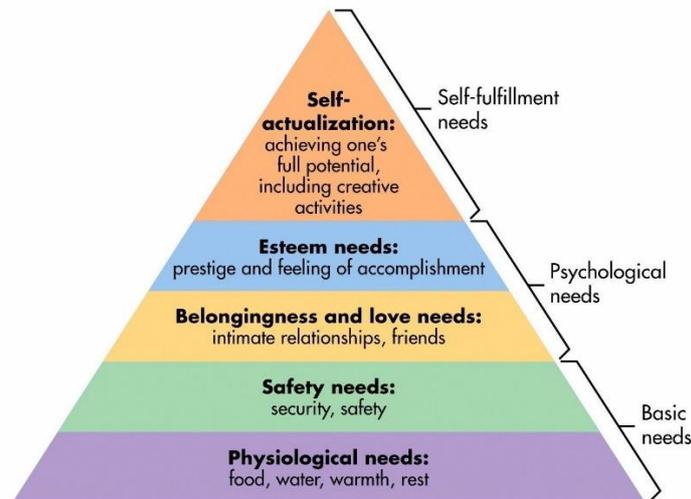
The vast majority of children (termed as 'safe learners') will be supported by this inclusive policy. However, some children will require individualised plans to support their needs.

We have a 'toolkit' of resources (checklists, plans, assessments and forms) which accompanies this policy.

Prosocial feelings and behaviours.

Feelings can be internalised and externalised, and expressed through the language of behaviour. Understanding this form of communication takes time but is vital for developing a therapeutic response to the child's needs.

As a school we pay due regard to 'Maslow's Hierarchy of Need' as we understand that prosocial feelings are developed through a child's needs being met.



Teaching prosocial feelings and behaviours.

| What to do: | | Examples |
|---|---|---|
| Building relationships | Listen to the child and show them that you care about them as a learner and an individual. | <ul style="list-style-type: none"> - Morning greetings chart - Remember key points about child (i.e. name of sibling, have they got a pet, their birthday etc) - Know the child so that you can prevent anti-social experiences through predicting, pre-empting and helping them to remedy. |
| Be a role model | Be present, reliable and engaged, showing yourself to be a learner. | <ul style="list-style-type: none"> - Verbalise when we are learning. - Demonstrate having a growth mindset. - Verbalise when we are using/showing one of our Shine values. - Follow the school recipe. |
| Plan for prosocial feelings and behaviours | Actively plan in experiences, discussions and routines that show safety, respect and value for all. | <ul style="list-style-type: none"> - Morning greetings chart. - Smile at the children and at each other. - Use personalised praise and reminders. - Plan circle times and class discussions. - Shine ambassador awards, certificates and Friendship Champions. - Follow the school recipe. |
| Stay consistent, following routines and scripts | Follow the policy so that the child knows what will happen. | <ul style="list-style-type: none"> - Frequent references to and enforcement of 'Our recipe for a fantastic school'. - Whole class reminders, when needed. - Personalised reminders (including nonverbal signals such as thumbs up). |
| Use positive and empowering phrasing | AVOID empowering the antisocial behaviour by using: | <ul style="list-style-type: none"> - Negative phrasing: calm down, stop being silly, be good, stop running etc. - Confrontational demands: get in here now! Get out! Give it to me now! - No choice or open choice: what do you want to do? Would you like to go inside? Please. - A raised voice. |
| | ENGAGE language and foster prosocial behaviours | <ul style="list-style-type: none"> - Positive phrasing: stand next to me, walk in the corridor, stay seated in your chair, put the pencil on the table, thank you. - Limited choice: Where shall we talk, here or in the corridor? Put the pencil in the box or on the table. Would you like to learn in the construction area or the creative area? Are you starting your work with words or pictures? |
| | DISEMPOWER the antisocial behaviour | <ul style="list-style-type: none"> - Take the heat out of it: you can listen from there. Come and find me when you come back. We will carry on and you can join us when you are ready. |
| Reward, feedback and recognise sympathically and promptly | Prosocial feedback | <ul style="list-style-type: none"> - A smile or positive acknowledgement can be all that is needed for a child with a strong bank of prosocial feelings. - Give praise, reminders and feedback in a considerate way, close to the event to ensure they are meaningful. |

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| | | <ul style="list-style-type: none"> - If celebrations are made for an individual, ask them first if they are happy with this attention first. - Use praise pad certificates to award individuals at any point in the day. |
| | Public feedback | <ul style="list-style-type: none"> - A personal word can be more effective than a loud comment or praising to the whole class/year group/school. - Be considerate with public praise or admonishments - what impact is it having on the individual and the dynamic? |
| | Antisocial behaviour feedback | <ul style="list-style-type: none"> - De-escalating scripts: NAME, I can see something has happened, I am here to help. NAME, I wonder if you are feeling a bit... Talk and I will listen. Come with me and... - Ride the wave: just at the point of de-escalation (e.g. when they begin to comply), catch them getting one thing right and give positive feedback immediately. |
| Offer comfort and forgiveness when things go wrong | Use body language that de-escalated | <ul style="list-style-type: none"> - Maintain a good distance - arm width away at least. - Stand to the side of the child. - Don't stand directly in front of them, blocking their path. - Manage height difference, don't appear overbearing. - Ensure your hands are relaxed. |
| | Comfort or guide an upset child | <ul style="list-style-type: none"> - Communicate your intention with the child. - Offer physical reassurance e.g. offering a hand to hold, a hug, sitting on knee, foot rub or rub to the back. This should only be done when consent is given i.e. child asks, nods/says yes when asked, responds to your offer by holding hand. - Only offer this support if the child is accepting of it. |
| | Positive handling | <ul style="list-style-type: none"> - Avoid physical intervention. If this is necessary, a member of the SLT must be called as they are trained to support in this way. - If a child is behaving unsafely, you must first explain to them they are being unsafe and they need to get down/stop. If they do not respond and behaviour continues to be unsafe, then lifting them down carefully, picking them up or guiding them away from the situation using 'Caring C's' is appropriate. However, this should not be done if it places the child, the adult or other children at risk. As soon as the child is away from the unsafe situation, physical intervention must stop. Any physical intervention linked to safety should be recorded (ABCC or incident form). - Do NOT hold the child by the wrist. - Never seclude in a closed space on your own. |
| Keep a positive mindset, expressing verbally and non-verbally, that things will improve | Once a situation has happened, learn from it and move on. | <ul style="list-style-type: none"> - Keep any reassurances you have made on actions you will take to support subsequently. E.g. I will come back in 5 minutes to see how your building is going. - Feedback on the behaviours, NOT the child (e.g. "well done on remembering the full stop", not "good girl". "Good choice of materials to build your car" rather than "clever boy", so that success isn't understood to be innate, but something to keep working on. |

Types of behaviour

Conscious vs Subconscious Behaviours

Conscious behaviour is when a child is unwilling to moderate or self-regulate. This child needs help to learn that prosocial behaviours will bring better outcomes.

Subconscious Behaviour is when a child cannot moderate or self-regulate (for example, with sensory overload). This behaviour is a sign of a failure to cope with an overwhelming feeling, such as frustration, anxiety or excitement. Prosocial subconscious behaviour can be eased with a smile or emotional feedback, bring them back to the conscious. Antisocial subconscious behaviour requires understanding, careful observation of the circumstances

and support, so they can develop coping strategies and manage triggers, such as noise or changes or routine. This might be through resource provision, agreed recovery time and adult / family support etc.

Of course, behaviour can stem from both conscious and subconscious elements. For example, bullying may be consciously planned, but underpinned by low self-esteem and feelings generated by ACEs.

Dangerous vs Difficult Behaviours

Dangerous: antisocial behaviour that will imminently result in injury to self or others; damage to property or behaviour that would be considered criminal if that person was of an age of criminal responsibility, such as racist abuse. Such behaviour, if tolerated on a regular basis, can lead to harassment, alarm and distress in others.

Difficult: antisocial behaviour, but not dangerous

By far, the majority of antisocial behaviour is difficult rather than dangerous.

Consequences

To create change, we need to understand, not simply suppress, behaviours. Antisocial behaviours may not be excusable, but can often be explained. There must be no sense of hopelessness and inevitable failure.

Consequences, rather than sanctions, must directly relate to the antisocial behaviour. For example, if the child disrupts learning in his or her maths lesson, then there is a loss of free time to make up the maths learning lost; antisocial behaviour playing football results in loss of freedom to play football until that freedom can be confidently returned.

With difficult behaviour, freedoms may be removed temporarily, while a child is given support to learn and rehearse how to regain the freedoms.

Plans to assist with the development of prosocial feelings and behaviours within the child may need to be adapted and revised depending on the individual's successes and setbacks - this is part of the process. For the plan to be successful, there needs to be certainty that the loss of freedoms will happen as a consequence, but that there can be an 'education stage', which leads to their return. Educational consequences may include: completing the task; rehearsing a scenario; assisting with repairs; steps to support the learning missed; research.

Truly dangerous behaviour needs a different approach. It cannot be tolerated; the safety of the child and other children and adults is paramount. Protective consequences of the removal of freedoms must be put in place to manage harm proactively and/or preventatively. During this time, a plan must be drawn up to limit the risk, for example, through changing staffing or staffing ratios; limiting access to outside, triggering or freer spaces; escorted movement or differentiated teaching spaces. Alongside this, learning must happen, to allow the child to work towards freedoms being returned.

Consequences for Antisocial Behaviours.

Antisocial behaviours, beyond minor instances, must be logged on the child's ABCC logs by the adult involved or witnessing. Minor incidents are defined as those only needing a discrete warning (see table below).

Rules and routines must be consistently upheld. Consequences for not doing so must be confidently applied, without a fuss that can unintentionally exacerbate antisocial feelings and thus behaviours. However, everyone is an individual and so we treat people equitably but not always in exactly the same way. Antisocial behaviours need to be analysed, understood and refocused.

Consequence should always be relevant to the incident. They should reinforce prosocial behaviours and address antisocial behaviours.

The incidents in the table below are presumed to occur within the same learning session (morning/lunchtime/afternoon). After each session, a fresh start should be made, unless the behaviour is dangerous or leads to seclusion. For each stage, staff should employ the positive approach already stated in this policy. Escalation will come if the same behaviours are repeated within a short time of the previous occurrence.

Ultimately, through understanding the signals/triggers, the best way to counter antisocial behaviours is to pre-empt them. If we can predict a poor outcome, why let it happen?

| Severity | When this happens... | For example, | ...this happens: | Further action required |
|----------------------------|---|---|--|-------------------------|
| Difficult - minor in class | First disruption | Calling out, chatting, not getting on with learning | Look at, but make no comment. | |
| | Second disruption | | During whole class teaching/during a guided group: TA to prompt child as discretely as possible. Get close to the child and speak quietly to them. In provision: Adult to speak to the child/ren and support them to re-engage e.g. by setting a challenge. | |
| | Third disruption | | During whole class teaching/during a guided group: Teacher to tell the child to move so that they are away from the other children, but can still see and engage with the learning. In provision: Take the child to a new learning area or activity and support them to start this. Tell child you will return in 5/10 minutes to see how they are getting on. | |
| | Fourth disruption | | During whole class teaching/during a guided group: Distract the child e.g. ask them to do a job, a preferred activity, provide them with a whiteboard/pen. Child to make up some of the missed work with the teacher at playtime/lunchtime. No longer than 10 minutes. | |
| Difficult - more serious | Risky behaviour <i>NB. If another adult is required to be able to respond to this situation but it is not at 'red disk level' then please send the ORANGE disk to a neighbouring classroom/office.</i> | Hurting another child | Child to sit with teacher for 5 minutes. Discussion about the incident. Apologise (when ready) and return to learning. | Record in ABCC log. |
| | | Refusal to complete work | Check the child has appropriate aids e.g. glasses, phonics mat, manipulatives etc. Repeat the request and give the child time to respond. If the child still refuses, give them choices: "You can do it with me or Mr/Mrs/Miss..." "You can do it here or over there." If the child still refuses, they must stay at lunchtime (max 10 mins) and complete a short piece of work. | |

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|---------------------|--|---|--|---|
| | | Leaving the classroom | <p>Check the child is safe. Ask the child why they left the room and resolve, if possible. Take them back to the classroom.</p> <p>If the child wants to be left alone and it is safe to do so, leave them and check back every few minutes (not engaging in conversation).</p> | |
| | | Shouting at an adult | Use emotion coaching script. | |
| | | Racist or homophobic language | <p>Talk to the child to establish their understanding.</p> <p>Explain that the language is unacceptable and must not be repeated.</p> <p>Apologise (when ready) if anyone has been offended or upset.</p> | <p>Complete an incident form.</p> <p>Inform the parent.</p> |
| | | Spitting | <p>Explain that spitting is not acceptable.</p> <p>Support the child to clean up the spit.</p> | Record in ABCC log. |
| Difficult - serious | <p>Disregarding rules</p> <p><i>NB. If another adult is required to be able to respond to this situation but it is not at 'red disk level' then please send the ORANGE disk to a neighbouring classroom/ office.</i></p> | Incident where another child is injured | <p>Child to sit with teacher for 5 minutes.</p> <p>Discussion about the incident.</p> <p>Apologise (when ready) and return to learning.</p> | <p>Record in ABCC log.</p> <p>Inform parents</p> |
| | | Swearing | <p>Explain that swearing is not acceptable.</p> <p>Child to sit with teacher for 5 minutes.</p> <p>Apologise (when ready) if anyone has been offended or upset.</p> | <p>Record in ABCC log if happens more than twice in a week.</p> <p>Inform parents</p> |
| | | Emptying, throwing, damaging resources | <p>Use emotion coaching script.</p> <p>Use distraction.</p> <p>Remove other children within the area (outside or inside depending on where the incident is taking place).</p> <p>Use 'red disk' to call for additional support from SLT.</p> <p>When the child is calm and ready, support them to do some clearing up.</p> | <p>Record in ABCC log.</p> <p>Inform parents</p> |
| | | Climbing on furniture | <p>Explain to the child that they are being unsafe and so they need to get down.</p> <p>Use emotion coaching strategies.</p> <p>If the climbing is dangerous, lift the child down if possible and safe to do so.</p> | <p>Record in ABCC log.</p> <p>Inform parents</p> |
| Dangerous behaviour | Putting others and self at risk of immediate or lasting harm, physically, emotionally or mentally. | Deliberately injuring a child | <p>Separate children if necessary and remove victim to safety. Ensure there is an adult to offer first aid etc.</p> <p>Use 'red disk' to call for additional support from SLT.</p> <p>Use emotion coaching, distraction etc to support the child to calm.</p> | <p>Record on incident form.</p> <p>Removal by SLT (seclusion/ exclusion) while analysis takes place and there is a plan for a safe return.</p> <p>Parent discussion with a member of SLT.</p> |
| | | Hurting an adult | <p>Change of adult within the class team - support child and adult.</p> <p>Ensure there is an adult to offer first aid etc.</p> <p>Use 'red disk' to call for additional support from SLT.</p> <p>Use emotion coaching, distraction etc to support the child to calm.</p> | |

Recording & Reporting

ABCCs: if a child is displaying anti-social behaviour on a regular basis, the classroom team will be given an ABCC folder to record incidents in. These documents should be reviewed regularly by the class teacher in the first instance. SLT will also review these documents. By analysing incidents on a frequent basis, triggers can be identified and strategies to support these times can be developed.

Behaviour Logs: any dangerous behaviour should be recorded on a behaviour log which is given to the Headteacher (or the Deputy, in her absence). The form must detail the incident and, where possible, include information about any behaviours/triggers leading up to the incident. It is likely that some incidents of 'difficult behaviour' may need to be recorded on this form rather than an ABCC too. The Headteacher signs the form to confirm that the Behaviour Policy has been followed and state any future actions required.

A Restorative Approach

Conversations and exploration will help to bring about positive and sustained change. This can be between the involved parties and facilitated by an adult. Time should be allowed, if there is a conflict or incident, for the child to reflect, repair and restore, following these steps:

| Step | Questions |
|---|---|
| Focus on the harm that has been done. | <ul style="list-style-type: none">- What happened? Tell the story.- Who has been affected? How? |
| Consider how the harm can be repaired. | <ul style="list-style-type: none">- How can we put this right? How can we make this better for you/...?- What would you like to happen next? |
| Look at the experiences, feelings and needs of those involved. | <ul style="list-style-type: none">- What were the people involved thinking and feeling at the time? |
| Plan to ensure conflict is less likely to happen in the future. | <ul style="list-style-type: none">- What have we learnt so as to make a different choice next time?- What do you think needs to happen to make things okay again?- How can we make it okay for you to be in that situation again? |

Additional differentiated strategies such as circle times, emotion coaching, support from Child Wellbeing Champion, role-play and social stories may also be appropriate.

What to do if these approaches appear not to be working for a child?

Where antisocial behaviour is such that these guidelines are not building prosocial feelings and not decreasing antisocial behaviour, review the subconscious and conscious guidelines and questions.

If there is no improvement after this analysis and consistent application over a reasonable length of time (eg daily, for two weeks), then move on to review the Behaviour Flow Chart and seek help from SLT. This may be for further suggested actions or to develop an individual plan for the child.

Individual Plans

Individual analysis and plans will be completed by the class teacher, a member of SLT and class TAs.

Conscious antisocial behaviours will need a Roots and Fruits analysis, leading to a Risk Assessment and Plan and/or an Assess Plan Do Review.

Alongside or instead of the above actions, subconscious antisocial behaviours will need observations through Anxiety Mapping and analysis, leading to a Predict and Prevent Plan.

Timetable Variation, Seclusion and Exclusion

In consultation with relevant staff members and parents / carers, the following actions may be taken by the Senior Leadership team:

- Internal seclusions beyond the loss of a lunchtime (learning outside of the classroom) will be used, if children need to make up learning lost through antisocial behaviour.
- Fixed term exclusions may be necessary if the behaviour of a child is dangerous to themselves or others, to allow time to put systems in place to ensure that they can return to school safely.
- Temporary timetable variations (alternative lunch times to peers; reduced hours; alternative working arrangements) may be used to provide the child with support systems that encourage the development of prosocial feelings and behaviours to the point of safe return of freedoms and/or return to the classroom.
- Alternative provision and permanent exclusions remain an option when the antisocial behaviour needs of the child are such that they cannot be met by the school, given the resources and expertise available. We know that statistically exclusions can reduce life chances, so this is something that would be done as a last resort; in line with government and local authority guidance and in liaison with parents.

Toolkit to include:

Behaviour Flowchart

Roots and Fruit

Anxiety Mapping

Predict and Prevent Plan

ABCC template

Behaviour Log form

'Ride the Wave' document

Conscious and Subconscious Behaviour Analysis Checklists/guidelines

Risk Assessment and Plan

Glossary

ABCC - Antecedent, Behaviour, Consequence, Communication

ACE - Adverse Childhood Experiences