



# Steeple Morden C of E (VC) Primary School

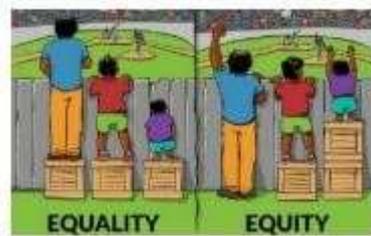
## Behaviour Policy

(including bullying, exclusion and use of force)

*"I was lost, but now I am found", Luke 15:24*

This policy has been written in line with the Cambridgeshire Therapeutic Thinking training and procedures. Staff, pupils, governors and parents have been asked to contribute.

Engagement and behaviour management are not isolated aspects of school life. Behaviour is a communication in response to a stimulus, experience, thought or feeling. Interactions that happen outside and within school impact on moods and behaviour; these include, child to child, child to adult, adult to child or adult to adult. As adults in school we recognise that whilst we have no control over external influences, our role is to foster a nurturing environment in school, where all members of our community can feel safe, secure and accepted. We recognise that as the adults in school we are the key influential figures in our response to moods and behaviour.



We believe we should show respect for each other and our environment. We recognise the rights and needs of other people and everything we do is based on equity of entitlement for all. We endeavour to consider the needs of others in our actions. Our school ethos is rooted in the scripture "I was lost, now I am found" (Luke 15:24) meaning that we aim to ensure that no child becomes 'lost' and the adults working in and alongside the school work together to keep the 'flock' together, with all pupils feeling safe and valued. We recognise and promote pro-social behaviours.

### Definitions:

**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. Arguably prosocial behaviour is simply the absence of antisocial behaviour.

**Antisocial:** 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. Behaviour that is either difficult, dangerous or both.

**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. This may include shouting out within the class, disrupting the learning of others, confrontations with adults, damage to property etc.

**Dangerous Behaviour:** Behaving in an antisocial way that is likely to cause injury to themselves or others. This includes the likelihood of significantly damaging property. This may include physically hurting someone, leaving a safe environment, running away from adults, damage to school buildings, unsafe climbing etc.

**Logical Consequence:** Using poor behaviour choices as a learning opportunity. Providing an opportunity to develop skills that the child needs to behave in a prosocial manner. This is a chance for children to make amends and repair any damage to relationships or property.

**Consequence:** A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts. A **Protective Consequence** is a necessary removal of freedom to manage harm, especially from dangerous behaviours. An **Educational Consequence** covers the learning and rehearsing which enables the freedom to be returned.

**Imposition:** When learning has not been completed, pupils have been rude towards another member of our community or damage has been caused to school property pupils receive an imposition. This is either learning to complete at another time, a written letter of apology or redress any damage. Parents are informed of this, the behaviour that has occurred is explained and they are asked to support and reinforce the imposition in place. In some instances, the imposition may be actioned in school time which may involve children missing part of their break times.

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

#### **Policy Aims**

- To ensure that our school is a safe and happy environment.
- To build a community which values kindness, care, good humour, self-regulation and empathy for others.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To avoid giving learners attention and importance for poor conduct.
- To ensure that excellent behaviour is a minimum expectation for all.

#### **To achieve this we provide simple, practical procedures for staff and learners that:**

- Recognise and promote pro-social behaviour.
- Promote self-esteem and teach self-discipline.
- Provide clear guidance and strategies for supporting learners engaging in anti-social behaviour.
- Provide logical consequences and teach appropriate behaviour through positive interventions.

#### **Our school values:**

At Steeple Morden Primary School we aim for all children to “Be brave, be kind, be the best you can be” through promoting our school values of resilience, compassion and excellence. The language associated with the school values is used to encourage pro-social behaviours, and equally use this language when behaviours need to be adjusted. We also use general language of safety, highlighting the importance of keeping ourselves and others safe.

The majority of anti-social behaviours can be attributed to these qualities. For example, if a child hits another, they are not showing compassion. A child who is not engaging with learning, is not trying to show excellence. A child who goes to an unsupervised area is not being safe.

These values are discussed with children regularly so that everyone understands what they mean and what they look like in practice. As a school, we believe that negative experiences create negative feelings and this, in turn, creates negative behaviour. Whereas, positive experiences create positive feelings and this creates positive behaviour. Consequently, any anti-social behaviour is met with understanding, used as a learning opportunity and a logical consequence is applied. For example, for a child who has shown a lack of respect to classroom resources the expectation would be that the child clears up any mess and damage caused. We are explicit in the fact that punishment is not a logical consequence.

### **To encourage pro-social behaviour choices, we:**

- Welcome all children with warmth and care.
- Plan for success and adapt for children's needs.
- Find opportunities for every child to be rewarded or recognised every day for pro-social behaviour or positive attitudes to learning.
- Award Certificates for displaying school values of resilience, compassion and excellence
- Have a clearly defined ladder of strategies to be applied if a child struggles to make pro-social choices.
- Provide trained Peer Mediators to support low-level playground disagreements.
- Source and provide appropriate interventions at the pre-emptive stage. This could include "The incredible 5 point scale" or "Good to be me" activities.
- Explicitly teach children pro-social behaviours such as turn taking, making friends, managing feelings and managing relationships. This aligns with our PSHE programme.

### **To support children who display anti-social behaviour which would be described as 'difficult' we:**

- Show consistent warmth and respect to children even in the face of disrespect from the child.
- Ensure that the 'oxygen' in the room remains with the children making pro-social choices and where possible tactfully ignore difficult behaviour (unless it becomes dangerous).
- Try to guide the child's attention to something more positive.
- Offer one choice with two options, which allow the child to take positive control of their behaviour.
- Use planned scripts, 'exit cards', 'time out' spaces or impositions as outlined in Appendix 1. These strategies will vary from one child to another and are used as appropriate.
- Ensure we are familiar with the Individual Risk Management Plans for all children in the school who have them and follow them closely.

### **To support children whose anti-social behaviour is described as 'dangerous' we:**

- Show consistent warmth and respect to children even in the face of disrespect from the child.
- 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 canopy'); evacuating other children from an area; removing items which may cause harm.
- Adopt a calm and 'unshocked' demeanour and use the 'A&E' approach: 'Absorb and Empathise'.
- Ensure we are familiar with any Individual Risk Management Plans (IRMP) for all children in the school who have them and follow them closely.
- After de-escalation and at the right time for the child hold restorative conversations which include the agreement of logical consequences.
- 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.

### **All Staff**

All staff at Steeple Morden Primary School are responsible for maintaining high standards of behaviour at all times which includes playtimes and lunchtimes and any school associated activity.

#### All staff will:

1. Meet and greet children as they enter the classroom.
2. Refer to our school values (resilience, compassion and excellence) and regularly teach/remind about what they mean
3. Model positive behaviours and build relationships.
4. Praise children for 'Above and Beyond' behaviours and learning with use of house points, 'Achieve 100' points and certificates.
5. Use consistent and appropriate impositions.
6. Plan lessons that engage, challenge and meet the needs of all children.
7. Be calm and 'assume the best' in children. Prevent before impositions.
8. Use scripts and 'take up time' to support good behaviour choices.

9. Read and follow IRMPs for all children in school.
10. Follow up every time, retain ownership and engage in reflective dialogue with learners.
11. Never ignore or walk past learners who are making poor behaviour choices (unless it is clear that an adult is already supporting the situation)
12. Share behaviour incidents with parents, report behaviour incidences on CPOMS and proactively work in partnership to support the child.
13. Take responsibility for creating conditions for children to be successful.

### **Senior Leadership Team**

In most cases, senior leaders will be involved in responding to behaviour after staff have followed the school policy. They should stand beside colleagues to support, guide, model and show unified consistency in the school behaviour approach.

In addition to the 'all staff' expectations SLT will:

1. Be a visible presence in the school, particularly during transition times and encourage and model good practice and appropriate conduct with staff and children.
2. Support staff in applying impositions and therapeutic interventions including restorative conversations.
3. Support staff in reparation meetings with parents as needed
4. Celebrate staff and children whose effort goes above and beyond expectations.
5. Support staff in managing children with more complex needs.
6. Use behaviour data to monitor patterns and ensure impact is being made across the school.
7. Ensure IRMPs are being followed and having positive impact. Where impact is not positive, ensure plans are adapted with appropriate support and actions.
8. Ensure that local authority and national exclusion guidance is adhered to.
9. Share behaviour data with governors on a termly basis.

### **Recording and Reporting Behaviour Incidents**

All behaviour incidents are recorded and discussed with the Headteacher via CPOMS. As part of this analysis, whole school trends can be identified by the Headteacher and shared with staff. 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 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 via the Headteacher's Report.

### **How do we deal with bullying/ harassment?**

Any incidents of reported bullying are immediately investigated and recorded on CPOMS, which are monitored by the Headteacher.

We work with children and families to understand what is meant by 'bullying'. Bullying is a persistent, deliberate attempt to hurt or humiliate someone and can take many forms; from teasing and spreading rumours to physically invading someone's personal space and causing physical harm. It often happens in front of other people. People might bully someone because of their religion or race, their sexual identity, the way they look or how well they do in school, among other reasons.

It can include name calling, mocking, writing or drawing offensive graffiti, messing around with or taking people's belongings, gossiping, excluding people from groups, kicking and threatening others. It can also happen online as 'cyberbullying', using mobile phones and the internet as well as in the playground, street or home.

Children and young people with additional needs may also experience forms of bullying such as:

- manipulative bullying: where a person is controlling someone
- conditional friendship: where a child thinks someone is being their friend but they also bully them too
- exploitative bullying: where features of a child's condition are used to bully them

Bullying can impact on a child's physical and emotional health, with the effects being long lasting in some cases. Bullying can also affect a child's experience of school and ability to build relationships. It can cause sadness, loneliness, low self-esteem, fear, anxiety and poor concentration, and lead to self-harm, depression, suicidal thoughts and, in some cases, suicide. Bullying behaviour is characterised by three things:

- it is repeated over time
- it involves deliberately hurtful behaviour
- it involves an unfair balance of power that makes it hard for those being bullied to defend themselves.

Any instances of bullying behaviour are treated as anti-social behaviour and staff will follow the processes above. Staff will also work to support those children who have experienced bullying in a way which does not make them feel blamed or at fault. We recognise that these children may benefit from targeted work around self-esteem, but do not assume that is always the case.

### **How do we deal with prejudiced-related incidents?**

Under the Equality Act 2010 schools are required to record and investigate all 'prejudiced 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 prejudiced related. It should also be noted that a prejudiced related incident does not necessarily have a victim. Parents and carers are contacted if their children is involved in a prejudice related incident.

Any incident that is alleged or perceived to be prejudiced related is recorded. If, following investigation, it is concluded that it is not prejudiced 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) site and do not identify individuals, but this information is kept at school level, in line with other records on behaviour and incidents of bullying.

### **The Use of Force**

We acknowledge that staff must only ever use physical intervention as a last resort and that, at all times, it must be the minimum force necessary to prevent pupils injuring themselves, another person/property.

Under very rare and exceptional circumstances, physical intervention may be required to manage a child's physical behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene through discussion and diversion. We have adopted the LA's guidelines and advice supported by Cambridgeshire Therapeutic Thinking Approaches. (APPENDIX B)

### **Exclusions and Suspensions**

Steeple Morden Primary School promotes inclusion wherever possible. We reserve the right, however, to suspend children whose behaviour is a danger to others or consistently goes against the school expectations and ethos. The school follows the Cambridgeshire County Council guidelines in any case of suspension and will only use fixed-term suspension as a final resort.

### **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, or 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

We recognise that some behaviours are subconscious and may need alternative approaches to address them and move towards a more pro-social approach. This may be as a result of SEND needs, or could be the result of experienced or witnessed trauma.

- **Conscious behaviours** - *Behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning*
  - Predominantly conscious behaviours serve the person well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
  - Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc. or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
  - Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.
  - Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.
  
- **Subconscious behaviours** - *Behaviours that choose us*
  - Behaviours that are evident without any thought or planning.
  - Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling, such as being overwhelmed with frustration, anxiety or depression or excitement.
  - Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity.
  - Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
  - Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

## APPENDIX A:

### Steeple Morden Primary School Ladder of Responses

|          |  |
|----------|--|
| Pre-empt | <p>Be aware of children who may find parts of the day challenging.</p> <ul style="list-style-type: none"><li>• Smile and greet the child.</li><li>• Friendly chat to parent/carer in the morning. Show the child that you are a united front.</li><li>• Check-in: how is mum / baby / pet snake? Be aware of particular phrases which are well received by the child or which may result in a negative response (not all children like to be asked how mum is)</li><li>• Distract and diffuse.</li><li>• Quiet words: Ron seems a bit lonely. Do you think you could keep an eye on him for me? See if he needs a friend at lunchtime.</li><li>• Use non-verbal communications to engage and connect.</li><li>• Use positive comments, seek opportunities to give positive feedback.</li><li>• Adapt lesson approach and routines as needed.</li></ul> |
| Reminder | <ul style="list-style-type: none"><li>• Give a reminder of the school values (resilience, compassion and excellence) and of safety as appropriate. Deliver this privately wherever possible.</li><li>• Repeat reminders where necessary to ensure understanding.<br/><i>Remember to be kind with your words.</i><br/><i>Have a good lunchtime, choose games to keep everyone safe.</i></li><li>• Where appropriate, use agreed phrases relevant to the child and consistent with other staff involved.</li></ul> <p><b>Take the initiative to keep things at this stage.</b></p>   |
| Caution  | <p>A clear verbal caution delivered privately wherever possible. Make the child aware of their behaviour and the consequences if they continue.</p> <p><b>Use the phrase “Think carefully about your next choice.”</b></p> <p>E.g. (privately/quietly)<br/>“Joe, when you refuse to do your learning you are not trying to be the best you can. If you continue to refuse, this could lead to you losing some break time. Think carefully about your next step.”</p> <p>“Sally, by using those words you are not being kind. If you continue there will be a consequence. Think carefully about your next step.”</p>   |
| Script   | <p>Speak privately to the child and give them a final opportunity to engage.</p> <p>E.g. (privately)<br/>“I notice that you are not focussing on your work. That doesn’t meet our value of excellence. I’d like you to manage that by writing three sentences in the next 5 minutes. Remember yesterday when you did that fantastic writing and we showed dad at home time? That’s what we are looking for today. Thanks.”</p>   |

|  |   |
|--|---|
| <p>Thinking time</p> <p><i>Immediate dangerous behaviour would skip straight to thinking time.</i></p> | <p>This can be in a space, wherever possible, chosen by the child. They could stay in their current space or move to a quiet area (not a specific chair or spot that is always used as that could lead to humiliation/celebrity). Where appropriate, use the time out or exit card.</p> <p>This is a few minutes for the child to calm down, breath, look at the situation from a different perspective and compose themselves.</p> <p>Parents should be notified that this has happened.</p> <p>The script and thinking time could be repeated as appropriate.</p>   |
| <p>Restorative Conversation</p>  | <p>This should be a short chat in the same day but after a period of cool-down time. Depending on the situation, both the child and adult may need space to reflect and compose themselves. Do not insist on eye contact as some children find this too intense, sitting alongside rather than opposite the child can feel less threatening.</p> <p><i>What happened? What were you thinking at the time? What have you thought about it since? How has this affected other people? What should be done to put things right (agree an action and decide whether an imposition is appropriate)?</i></p> <p><i>Should an apology to another person be needed, rehearse if appropriate. Encourage the recipient to say "I accept your apology" or "Thank you for apologising" rather than "That's okay" to make the point that an apology does not always negate the harm caused.</i></p> <p>Consider using a targeted PSHE unit to explicitly teach the required pro-social behaviours.</p> |
| <p>Imposition</p>  | <p>Agreed with the child during the restorative conversation.</p> <p>This could be a piece of work appropriate to the amount of learning missed, completed in school or at home as appropriate to the child, family situation and any SEND needs. It could be writing a letter or creating a token to apologise or to show remorse.</p> <p>In the case of damage this could be reparation such as cleaning graffiti from a wall or helping to mend damaged equipment.</p>   |
| <p>Risk Calculator / Risk Reduction Plan</p>   | <p>If not already on place, a risk calculation exercise will be carried out leading to a possible risk reduction plan. This is co-created with parents and where appropriate, children.</p>   |
| <p>Suspension / Exclusion (temporary or permanent)</p>   | <p>In line with the Local Authority Guidelines and with input from external support services.</p> <p>Consideration of part time or reduced attendance at school to reintegrate after a period of suspension or to prevent further instances.</p>  |

## Appendix B – Use of force / Restrictive Physical Intervention (RPI)

From: **Restrictive Physical Intervention Guidance** (November 2022) **Supported by Cambridgeshire Steps Approaches**

*“Use of restraint carries risks and can be damaging to children and young people. It may, however, be the only realistic response in some situations (for example, to prevent a child running into a busy road or to prevent a violent act against another person). But wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of behaviour that challenges. The personal costs to children and young people’s development and welfare and to staff from the use of restraint are well documented.”*

*(‘Reducing the need for restraint and restrictive intervention’ HM Gov 2019).*

Since RPI can be traumatic, not only for any children and staff involved in physical restriction, but also for the pupils and staff who witness an incident, RPI should only be planned where there is clear and appropriate evidence of risk to immediate harm that cannot be mitigated through robust analysis, planning and practice. It should be limited to supporting an individual’s agreed risk management plan.

In developing individual risk management/behaviour plans, consideration will be given to approaches appropriate to each pupil’s circumstance following an audit of their behavioural needs.

If a pupil is identified for whom it is felt that RPI will likely be needed, then an individual risk management plan will be completed. This plan will help the pupil and staff to avoid difficult situations by understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. Should there be no reduction in the dangerous behaviours with a regularly reviewed plan in place, then the Headteacher can request RPI training via an ‘Audit of Need’ form.

RPI will only be used in circumstances when one or more of the legal criteria for its use are met:

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child’s own property*)

### **The parameters allowing the intervention are as follows:**

- Staff will only use RPI when there are good grounds for believing, following a dynamic risk assessment, that immediate action is necessary and that it is in the pupil’s and/or other pupils’ best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for RPI through dialogue, scripts, de-escalation and diversion. The pupil will be warned, at their level of understanding, that RPI will be used unless they cease the unacceptable behaviour.
- Only the minimum force necessary will be used for the minimum amount of time.
- As soon as it is safe, the RPI will be relaxed to allow the pupil to regain self-control.
- Staff will be able to show that the planned intervention will be a ‘reasonable response’ to an incident.
- Every effort will be made to secure the presence of other staff who may act as assistants and/or witnesses.
- Procedures are in place – through the school’s pastoral system – for supporting and debriefing pupils and staff after every incident of RPI, as it is essential to safeguard the emotional well-being of all involved.

There are occasions when staff may have cause to have physical contact with pupils for a variety of reasons. These may include, but are not limited to:

- Lap sitting (early years and primary)
- Physically separating a child from their parent
- Carrying
- Physically comforting a child
- Steering, guiding or escorting a child
- Comforting a pupil in distress (so long as this is appropriate to their age)
- Averting danger to pupil/s or staff in an emergency
- Praising a pupil

- For curricular reasons (for example in PE, drama etc.)
- In rare circumstances, restraining a child (RPI)

In all situations where physical contact between staff and pupils takes place, staff will consider:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where the contact takes place

Approved by the Governing Body: ..... December 2024

This policy is to be reviewed: ..... Annually

The next review date is: ..... December 2025

Review is the responsibility of: ..... Curriculum Committee

Signed: .....  ..... Dated: 10<sup>th</sup> December 2024  
Headteacher