

STEPHEN FREEMAN PRIMARY SCHOOL



“Everybody; every moment; every idea counts.”

At Stephen Freeman School, we nurture and empower everyone to aspire beyond their expectations by cultivating curiosity, celebrating individuality and creating life-long learners who contribute positively to the wider community.

Behaviour Policy	
Date agreed:	December 2020
Next Review:	September 2023
Committee:	Teaching and Learning

1. The members of this school community believe that:

- Good behaviour, effort and achievement should be promoted, valued and celebrated by the whole school community.
- Positive approaches to behaviour management through reward systems and positive recognition, coupled with clear systems and procedures for dealing with more challenging behaviour, are most effective.
- The way children and adults behave depends on the way they feel about themselves.
- The way children and adults feel about themselves is affected by the way in which those around them respond to their behaviour.
- All members of the school community deserve to be treated with respect and show respect for others. We promote a tolerant and understanding approach to support this.
- Each member will take responsibility for their behaviour and understand that there are good and bad consequences to the choices they make.

2. Guiding Principles of Managing Behaviour

- When children are treated inconsistently they become confused and often are unable to distinguish between appropriate and inappropriate behaviour.
- Children who do not feel valued and unable to achieve success are more likely to express their feelings through inappropriate behaviour.
- Children who feel valued and have their successes recognised tend to behave appropriately.
- If the ethos of the classroom and the school is positive then there will be an atmosphere of mutual respect in which children are behaving appropriately and teaching and learning is leading to achievement.

Key to the above guiding principles is the continuing enhancement of self-esteem during the teaching and learning process.

3. At Stephen Freeman, our aim is for our children to be:

- Resilient
- Purposeful
- Reflective
- Creative
- Responsible
- Self-motivated
- A risk taker
- An effective communicator

4. Aims of this policy

- To create an inclusive environment where children feel happy and secure, where they will develop a sense of community and where they are able to progress with their learning.
- To work in partnership with parents to promote good behaviour and address any challenging behaviours.
- To have relationships of mutual respect and trust between parents, children and all school staff regardless of gender, race and religion.

- To ensure that disciplinary matters are dealt with in a firm, fair and consistent manner whilst also taking the individual's behaviour support needs into account.
- To ensure that school rules are kept to a minimum, are positively phrased and are concerned with general safety and the well-being of both adults and pupils.
- To develop self-regulation skills and a sense of responsibility in each child.
- To ensure that all adults working in the school have shared responsibility for behaviour and for teaching, by example, positive interactions.
- To teach children, through co-regulation and a restorative approach, about taking responsibility for their own decisions and actions, so that they learn to accept the consequences which may result from their actions.
- To encourage adults and children to empathise with others.
- To teach children to respect the environment, property and personal space.

5. Roles and Responsibilities of the school community

Role of all Staff

- Have high expectations of the children
- Treat each child fairly meeting their individual needs
- Be a good role model
- Communicate effectively in regards to behaviour incidents
- Be aware of and follow information on behaviour plans
- Adopt a restorative approach
- To record and share negative incidents on CPOMS.

Role of the Class Teacher

- Planning and teaching creative and exciting lessons to ensure that children are engaged and motivated in their learning.
- Ensure that the school rules and behavior policy are followed in their class and that they behave in a responsible manner during lesson time.
- Follow the whole school reward and sanctions routines.
- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Liaise with the Phase group leader and/or SENCO.
- Keep parents informed/work in partnership with parents.
- Ensure that classrooms are as inclusive as possible to meet behavioural needs.

Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy by setting standards of behaviour.
- Keep records of all reported serious incidents of behaviour.
- To follow the Exclusion Guidance.
- To liaise with the Governors when necessary.

Role of Parents

- The school works collaboratively with parents to encourage consistent messages about how to support their child to behave positively at school.
- Parents work with school to address concerns raised in relation to behaviour and welfare

- For parents to be familiar with the contents of the behavior policy and associated expectations, sanctions and rewards.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- Be available to attend behaviour related meetings should this be necessary.

Role of Governors

- To approve the general guidelines on managing behaviour and to review its effectiveness. Governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Headteacher about particular disciplinary issues.

6. School Rules

There are 5 school rules which cover behaviour and expectations within the classroom and the rest of the school.

1. Listen to each other
2. Follow instructions
3. Show respect to each other and the environment
4. Always try your best
5. Be proud and positive

7. Promoting positive behaviour

Positive or improved behaviour brings the following benefits:

- Verbal praise
- Children aware of success throughout the school day
- Asking children to show their work to visitors or senior staff
- Pointing out achievement and success to other members of the group, where appropriate
- Sending positive messages home
- Recognition of successes in Achievement Assembly on Friday
- Displaying work and using photographs and other means to record success – WAGOLL boards
- Receiving Dojos
- Individual class incentives

8. Many potentially difficult situations are managed through techniques such as:

- Establishing clear routines and expectations within the class and across the school
- Careful prediction and scanning of the environment
- Subtle intervention and prevention through measures which settle, separate and support
- Strategically ignoring an individual
- Identifying and praising another child responding well to the learning environment
- Stopping the whole class to remind them of expectations
- Setting time limits for tidying up, getting ready, and completing activities
- Strategies suggested on Behaviour Passports
- Use of scripts to support colleagues:

“What can I do to help?” is an offer to support

“More help is available” releases the current member of staff from the situation.

9. Sanctions

Any negative behaviour will be discussed calmly and concisely. Appropriate sanctions should be imposed in order to encourage children to recognise their behaviour as unreasonable and unacceptable.

All staff will use the language of positive discipline when imposing sanctions that is easily understood by all children and offers them the chance to make a more appropriate choice.

Possibilities for putting things right and opportunities for making amends should be afforded to all children using the restorative approach. Children should be given the time to reflect on the consequences of their behaviour for themselves and others.

Sanctions should follow a ‘least to most’ intrusive hierarchy and at each point children should be made fully aware about where their behaviour might lead if they continue to make inappropriate choices. Where needed, behavior support plans will be implemented or adapted.

The application of sanctions should focus on the behaviour and not the person.

10. The Sanction Ladder Appendix 1

The Sanctions Ladder displays clearly the agreed steps following incidents of negative behaviour.

11. Reporting and recording incidents

Negative behavior incidents are recorded on CPOMs, where possible, by the member of staff immediately involved. Each incident is categorized and prioritized according to urgency of response.

The incident must be assigned to a senior leader or member of the Inclusion Team. Following this, actions are implemented and recorded.

More prevalent or high level incidents are discussed and actioned in a weekly Inclusion Team meeting.

12. Physical Contact whilst managing behaviours

Appendix 2: Use of Reasonable Force Guidance

Pupils may be held gently by the hand or carefully guided and encouraged to move to an alternative position when dealing with lower level situations.

If the situation is more significant and a pupil needs to be removed from a situation, members of staff will adhere to the DFE “Use of Reasonable Force” guidance, July 2013. For the purposes of behaviour management at Stephen Freeman, “reasonable force” is defined as being reasonable in the circumstances meaning **using no more force than is needed.**

Staff will only use reasonable force once de-escalation and calming techniques have been employed. They will use this to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

As part of our Duty of Care, staff will only be required to restrain pupils who are at risk of significantly harming themselves or others. A record of the restraint should be made as soon as possible and kept in the Bound and Numbered book and should be discussed with the child and their parents/carers as soon as possible; a record of the conversation should be kept. **Appendix 3**

13. Resolution of incidents

In order for incidents to be dealt with effectively and for pupils to re-engage positively with others, pupils will not be expected to discuss incidents when emotions are running high. Instead, once the situation has calmed down, pupils will be encouraged to revisit the incident using a restorative approach. **Appendix 4**

14. Repeated incidents needing further support for pupils concerned

There may be some pupils who will require additional support in order to be able to follow the school behavior code and policy. In the first instance the SENCo will support the class teacher to implement the Small Steps Behaviour Support Model (**Appendix 5**). This plan will be reviewed and amended on a regular basis and steps, where relevant, will be added to Pupil Profiles.

If negative behaviours continue, then a very clear A (antecedent), B (behaviour), C (consequence) record will be kept. (**Appendix 6**) These ABC logs will then be analysed to identify triggers etc. In conjunction with this, a clear individual behaviour plan will be written with the class teacher, parents and SENCO/Phase leader. This plan will be reviewed every 3 weeks.

For children who require the highest level of support, a Pupil Passport will be created and further guidance and support sought from external professionals, i.e. Behaviour Consultant. Refer to **Appendix 7** for tiers of support.

15. Use of Reintegration Timetable

When a risk assessment of children's behaviour has been carried out and they are still displaying high risk behaviours, a reduced timetable will be implemented. Reintegration Timetables will be reviewed with the parent/carers, child and

relevant staff dependent on the duration of the timetable. They would be used whilst the school ensures other measures are put in place to support the child or whilst a statutory assessment is taking place. The school feels strongly that a Reintegration Timetable is much more positive than the risk of exclusion. A Reintegration Timetable Plan must be completed and shared with all parties involved, including the Attendance and Engagement Team.

16. Exclusions

When serious incidents occur or persistent poor behaviour is evident over time, exclusion may be necessary. In most cases this will take the form of an internal exclusion within school. This is where the child completes work away from other children. This will be in a safe place away from other students, i.e. The Headteacher's office. The child will also be excluded from playtime with other children.

If a fixed term or permanent exclusion is deemed necessary by the Headteacher, the school will follow the Department of Education guidance and may seek support from the Local Authority.

The following behaviours may warrant fixed-term exclusion:

- Physical assault
- Prolonged verbal abuse
- Persistent Bullying
- Racist abuse
- Damage or theft of property
- Persistent disruptive behaviour

Fixed-term exclusions of over five days in duration need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the Headteacher's decision to exclude.

If the above behaviours are persistent over time, or an incident occurs that seriously endangers the health and safety of others, a permanent exclusion may be needed.

A managed move to another school may also be sought before a permanent exclusion.

A permanent exclusion will only take place when all other outcomes have been explored and exhausted. A permanent exclusion would need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the Headteacher's decision to exclude.

Details of all exclusions will be made available to the Chair of Governors; an anonymised report on exclusions will be made by the Headteacher to the governors so that they are aware of any trends and the general use of this sanction. The school will also have regard for the Disability Act 1995 which states that it is unlawful to exclude a disabled child for a reason related to their disability without justification.



Appendix 1 Stephen Freeman Primary School – Sanctions Ladder

Behaviour	Sanction
Repeated incidents leading to fixed term exclusions OR one-off major incident	Permanent exclusion from school.
Repeated incidents leading to internal exclusions OR one-off significant incident	Fixed term exclusion from school.
Physical assault ie punching/ biting/kicking	Depending on severity of the incident, time out or internal exclusion - with SLT. Restorative discussion about implications of actions.
Bullying ie Racist/Homophobic behaviour	Internal exclusion with Phase Lead or SLT member. Relevant form sent to Local Authority. Restorative discussion about implications of actions on another individual.
Damage to property ie intentionally breaking objects, kicking doors etc	Reflection time. Restorative discussion followed by where possible, repairing the damage ie put books back on shelf.
Threatening behaviour ie being aggressive (shouting, invading personal space) towards children or adults	Reflection Time. Restorative discussion to explore alternative strategies to deal with anger and negative feelings.
Verbal abuse ie swearing	Reflection time. Restorative discussion about use of appropriate language.
Disruption ie interrupting/preventing others from learning	Time out in another area (<i>within Year Group Bubble</i>) Restorative discussion about being respectful.
Negative behaviour ie being disrespectful or deliberately oppositional	Reflection time. Restorative discussion about being respectful.
Refusal ie refusal to follow instructions/ignoring adults	Make up time lost during lunch/break time Restorative discussion about following instructions.
Absconding ie Leaving the classroom/building without permission	Make up time lost during lunch/break time. Restorative discussion about keeping safe.

All of the above incidents to be recorded on CPOMs or ABCs.

Parents to be informed where appropriate.

Appendix 2 – Use of Reasonable Force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix 3– Bound and Numbered Book

SIGNIFICANT INCIDENT/RESTRAINT RECORD				1	
For Additional Details Refer To Supporting Documentation					
FULL NAME OF YOUNG PERSON: _____ And other young people present: _____ (Not initials please)				AGE: _____	
DATE: / /		LOCATION OF INCIDENT: _____			
DETAILS OF THE BEHAVIOUR REQUIRING USE OF PHYSICAL INTERVENTION INCLUDING ATTEMPTS AT DE-ESCALATION: <input type="checkbox"/> Humour <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Firm clear directions <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Choices <input type="checkbox"/> Distraction <input type="checkbox"/> Diversion <input type="checkbox"/> Reassurance <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Contingent Touch <input type="checkbox"/> Calm talking <input type="checkbox"/> Calm Stance <input type="checkbox"/> Patience <input type="checkbox"/> Withdrawal Offered <input type="checkbox"/> Withdrawal Directed <input type="checkbox"/> Swap Adult <input type="checkbox"/> Reminders about Consequences <input type="checkbox"/> Success Reminders _____ _____ _____ _____					
FULL NAMES OF STAFF USING RESTRAINT: _____ and other staff members involved: _____ (Not initials please)					
NATURE OF PHYSICAL INTERVENTION TECHNIQUE USED: _____					
START TIME	DURATION OF RESTRAINT	ANY INJURIES:	YP RESTRAINT DEBRIEFING	MEDICAL CHECK:	
_____ / _____ Hrs Minutes	_____ Minutes	Young Person <input type="checkbox"/> Other Person <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>	
RISK ASSESSMENT	EXTERNAL AGENCIES INFORMED	SUPPORTING RECORDS	LOG NUMBERS OR DATE OF REPORT	DETAILS OF ANY MEDICAL TREATMENT	
Risk to Self <input type="checkbox"/> Others <input type="checkbox"/> Property <input type="checkbox"/> Criminal Offence <input type="checkbox"/> Good Order <input type="checkbox"/> Safe Environment: Psychological <input type="checkbox"/> Physical <input type="checkbox"/>	Medical Staff <input type="checkbox"/> All Parents/LA/ <input type="checkbox"/> Social Worker <input type="checkbox"/> Local Area Designated Officer (LADO) <input type="checkbox"/> Safer Schools Partnership Support Officer <input type="checkbox"/>	Medical Report <input type="checkbox"/> Letter or notes of discussion <input type="checkbox"/> Health & Safety Report / RIDDOR <input type="checkbox"/> Notes of LADO discussion or referral <input type="checkbox"/>	_____ _____ _____ _____	_____ _____ _____ _____	
HOW EFFECTIVE WAS THE INTERVENTION? _____ _____					
HOW WAS THE INCIDENT RESOLVED AND WHAT WERE THE CONSEQUENCES? _____ _____					
HOW WAS THE INTERVENTION IN THE BEST INTEREST OF THE YOUNG PERSON? _____ _____ _____					
VIEWS OF YOUNG PERSON: _____ _____ _____					

Appendix 4 –Restorative Conversations

Stephen Freeman Primary School

The Restorative Conversation –feedback sheet

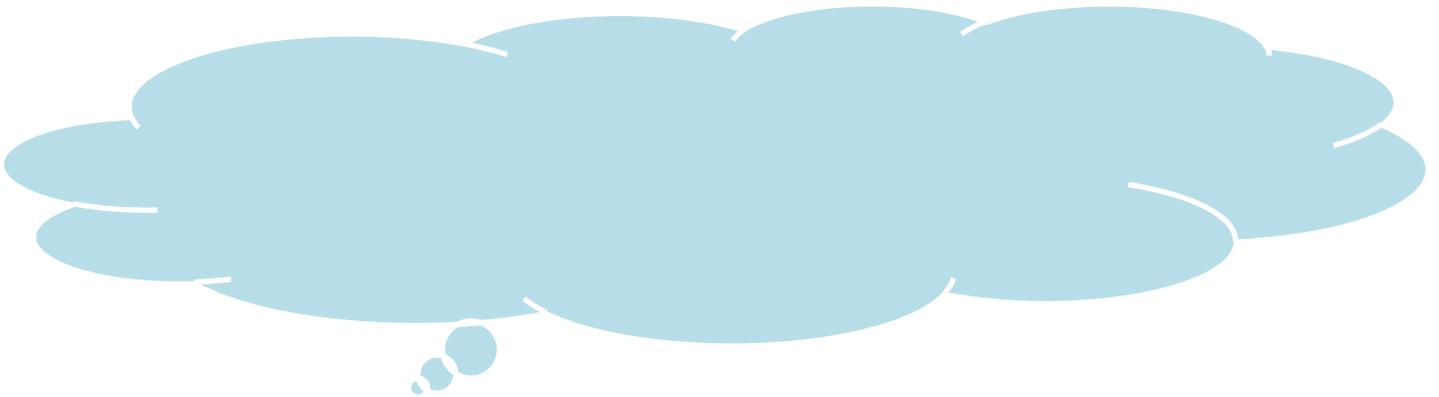
What happened, where did it happen, when did it happen?

Who:

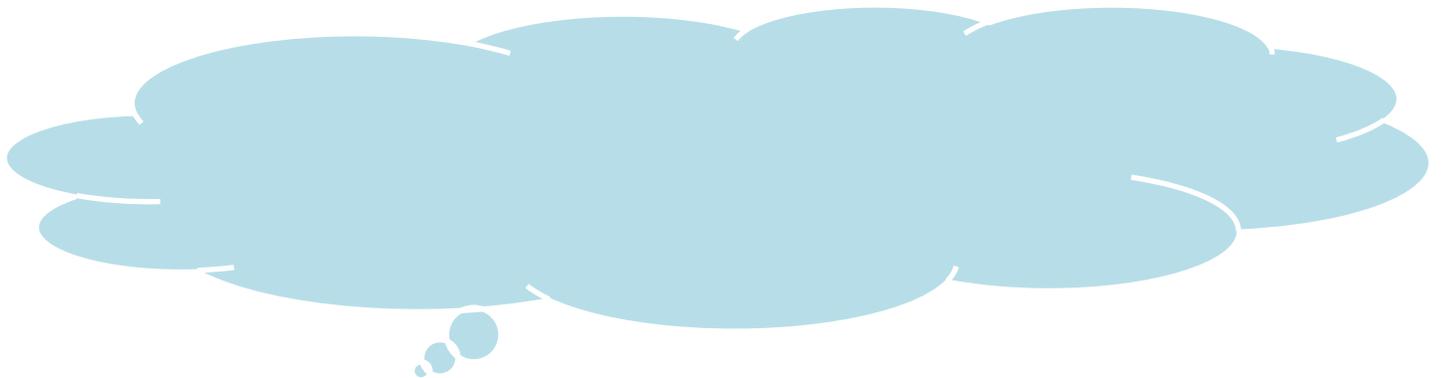
Class:

When:

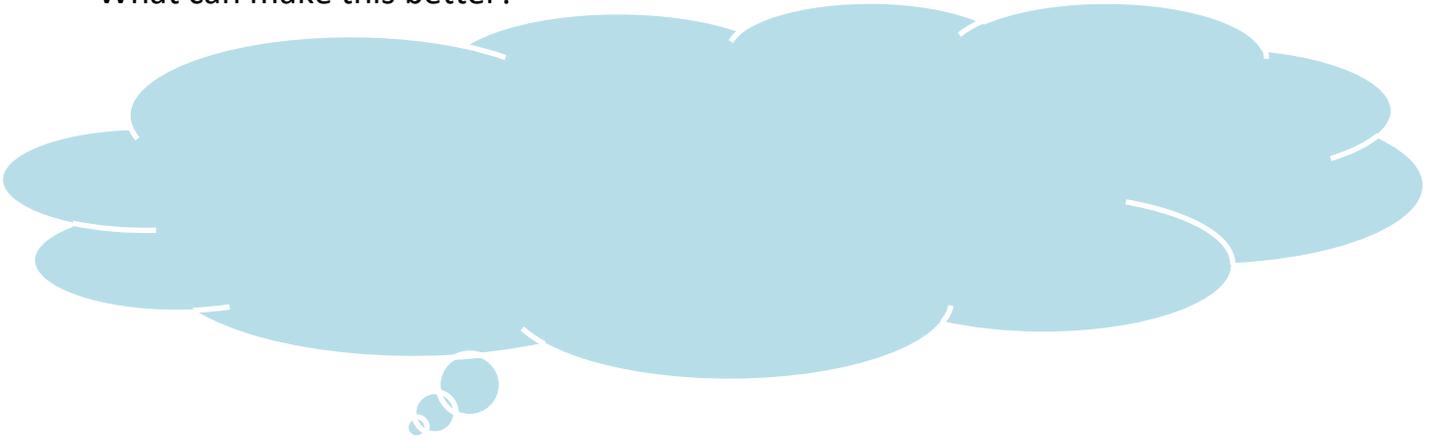
What went wrong? How did you feel



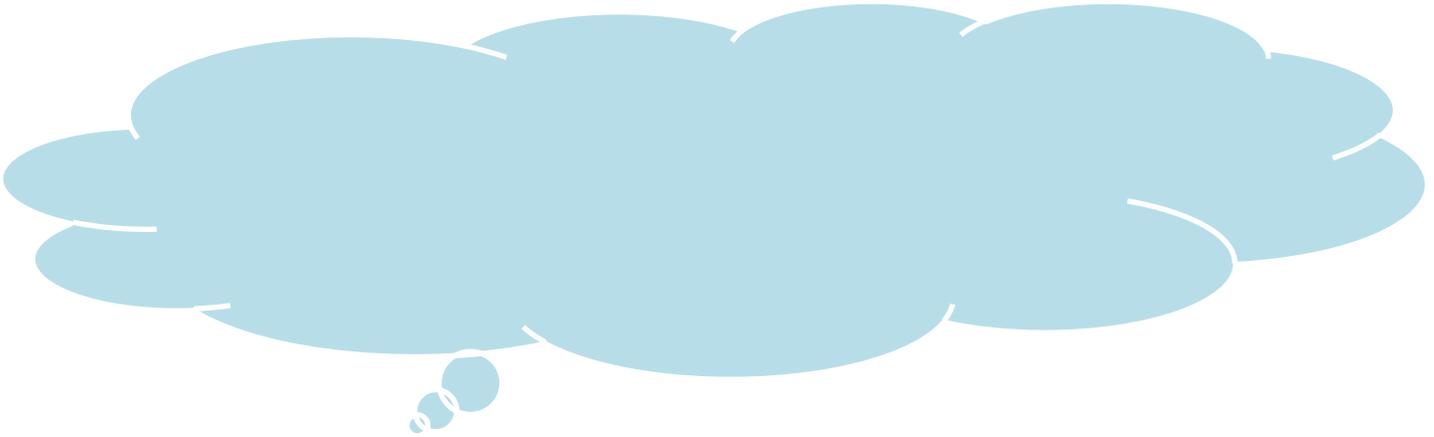
How did the other person feel?



- What can make this better?



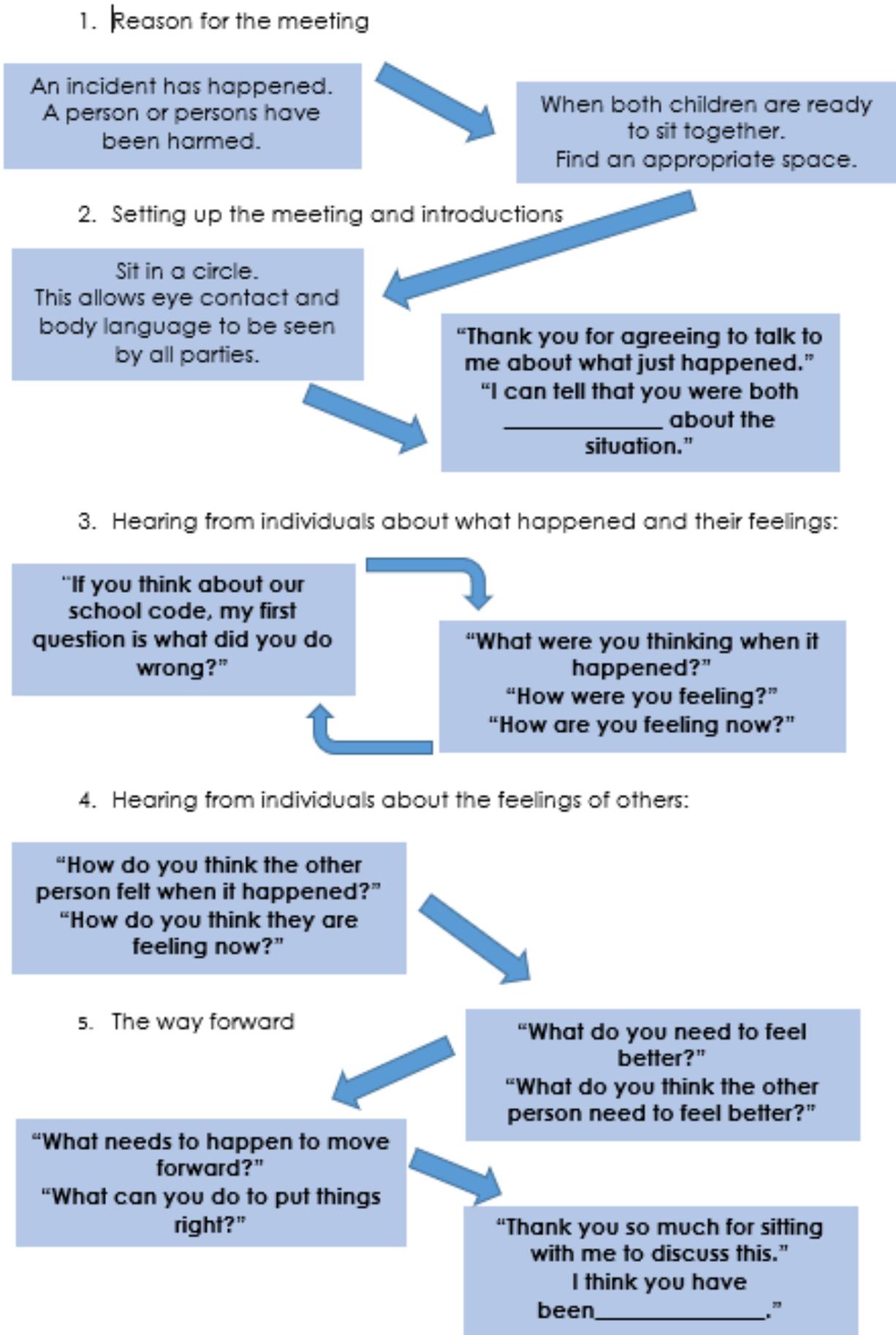
What shall we do next?



Signed:

Date: _____

Stephen Freeman Primary School
The Restorative Conversation – flowchart



Appendix 5



Stephen Freeman Small Steps Behaviour model

Name of child: _____ Year group: _____ SEN Register /EHCP/Statement

Date of targets: _____ Date of review: _____

Names of adults who will monitor targets: _____

Target 1:

Step	Step 0: Starting point	Step1	Step 2	Step 3	Step 4	Step 5: Desired outcome
Description of behaviour, with target date						
Strategies to use at each step						
Review of progress						

Stephen Freeman Draft incident log

Developed with Bryony Landsbert, Educational Psychologist (November 2018)

Name of child.....

Adult reporting	Day and date	Time	Antecedent <ul style="list-style-type: none"> • What was happening before the behaviour occurred? 	Behaviour <ul style="list-style-type: none"> • What did the child do? 	Culmination <ul style="list-style-type: none"> • What happened next? (not necessarily what was the punishment) 	Deliberation/discussion <ul style="list-style-type: none"> • What might the child have been seeking to get/avoid through using this behaviour? • What about this situation might have contributed to the behaviour? • What could I change to help make this kind of situation more manageable for the child? 	To be logged?	Logged

Tier 1

Universal Support

Children at universal level will have available:

An SEMH inclusive classroom (See Appendix I and II)	SEMH descriptors
Whole school approach to communication friendly classrooms	Group nurture support
Modelled and taught language for thinking and learning	Restorative conversations
Pictures and visuals including a class visual timetable	Small Steps plan
Resources to support SEMH needs ie stress ball, mindful colouring	TA support in class where needed
Whole school wellbeing offer	Attachment/Trauma informed staff
Routine, structure and predictability	Pre teaching vocabulary and content.
Appropriately differentiated work	

Tier 2

Targeted Support

Children at targeted level will be have available:

School planned interventions to support positive behaviour for learning	Restorative justice approach
Pupil Profile for SEMH	Safe Space/Worry Monster/Calm Box
Nurture support- ELSA, Drawing and Talking, Thrive, Lego therapy, social stories	CPOMs analysis via Inclusion Team
C and I needs identified and assessed	Zones of Regulation
Hand of trust – key staff	Inclusion Support Plan with parents
SDQ/QCA assessments	Behaviour Passport
Interventions to support positive social interaction : Spirals, Talkabout, Language for Thinking, Colourful Semantics, Talkboost	Support groups provided for parents ie ASD parent group
ELSA lunchtime provision	Planned movement breaks

Tier 3

Bespoke Support

Children at the Bespoke level will have available:

Behaviour consultancy support and reports	1:1 nurture/therapy support
Educational Psychology support	ABC recording for analysis
EHCP for SEMH needs	CAMHs/C and I counselling
1:1 C and I intervention	Individual therapies and programmes of support.
Reintegration Timetable Action Plans	Individual programme of support taking into account sensory profile
Involvement from SEN/Inclusion team	EHA – family support
Individual Provision Tracker supporting behaviour related needs	Individual workstations with clear organisation and visuals
Individual Timetable	Calm boxes, Safe Spaces and behaviour support resources ie weighted dolphin, ear defenders
1:1 support and identified key workers	1:1 support during unstructured times
Risk assessment	Three Houses
Weekly review of CPOMs entries	

