



Beaupré
COMMUNITY PRIMARY SCHOOL

Positive behaviour Policy

This policy was approved
October 2024

This policy should be reviewed annually

“Together unlocking the potential of every child; inspiring children and changing lives”

Positive behaviour Policy

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

When children feel better, they behave better'._Pam Leo

Section 1: Vision, Values, Aims and Responsibilities

Vision and Values

The purpose of this policy is to ensure a whole school approach to high expectations for a positive, therapeutic, restorative and effective approach to behaviour management that reflects the values and principles that we consider important for our school.

Our therapeutic approach to behaviour management is based on the 'Therapeutic Thinking' training we received from the Cambridgeshire SEND Services. This recognises that part of the role of our school is to teach behaviour to our children to develop their internal discipline. Please refer to our 'Positive handling and touch policy' for further guidance and information.

We believe that children learn behaviours and make positive behaviour choices through:

- Positive relationships with adults and peers – Adults having positive relationships with children and acting in a fair and consistent manner is the most effective way of ensuring a positive and engaging learning environment;
- Positive role models – Using words and actions that mirror the responses we are trying to encourage in our children;
- Positive phrasing and repetition of expectations – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual;
- Consistency – Working out the best way to support each individual child and ensuring approaches to that child are consistent;
- Praise and positive reinforcement – Noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised;
- Comfort, calmness and forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

Aims and Objectives

At Beaupre Community Primary School, we believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important and everyone has the right to feel safe at all times.

We have three main principles, which are:

Ready, Respect and Safe

In practice, this means that:

- I keep myself and others safe
- I show respect for myself and others
- I am ready for learning and joining in

As a school, we aim to:-

- Provide a calm, safe environment in which all children can achieve their very best;
- Promote good behaviour and discipline
- Raise child's self-esteem and help them to feel secure and safe;
- Promote equality
- Gain respect for authority, which is based on adults mirroring the expected behaviours
- To build positive relationships based on mutual respect
- Recognise that each child is an individual with their own individual needs;
- Help children to become aware and empathise with the needs of others;
- Promote respectful and thoughtful behaviour between all members of the school community;
- Encourage and maintain positive relationships with parents/carers
- Promote independent self-discipline in our children and encourage them to accept responsibility for their own behaviour;
- Teach children the skills and attitudes needed to achieve and maintain positive behaviour;
- Encourage everyone to contribute to our code of conduct and adhere to it;
- Develop an understanding of the important role everyone has to play in the smooth running of the school and its ethos;
- Employ a consistent approach to behaviour throughout the school;
- Involve parents in the good behaviour of their children and encourage them to support our code of conduct;
- Develop an understanding of the importance of codes of conduct in our lives and why they need adhering to;
- Positively involve children, staff and parents/carers in a common purpose and direction.
- Provide an environment free from disruption, violence, bullying and any form of harassment and to promote such values in the wider community.
- Ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability.
- Ensure early intervention and to involve outside agencies where appropriate

Roles and responsibilities

We actively 'teach' appropriate behaviour. This is modelled to the children at all times by the ways adults interact with children and with each other. We ensure consequences are in proportion with the inappropriate behaviour. We aim to be calm and consistent at all times in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster. When conflicts emerge, we take the time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict.

Attitudes for Learning

As a school, we will encourage all children to take personal responsibility for their own behaviour. Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development, which will be covered through the curriculum, as well as in assemblies focussing on values.

Being ready to learn means:

- Coming to school with a positive attitude;
- Arriving on time;
- Being properly equipped;
- Performing to the best of your ability;
- Being calm and attentive.

Staff Responsibilities

All staff and volunteers at Beaupre Community Primary School, both teaching and support, are responsible for ensuring that the Behaviour Policy and the procedures contained within it, are applied consistently and fairly. It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative approach to behaviour management.

Restorative Approaches include:

- Teaching children how we treat people in school, as well as the wider community
- Ensuring children feel they are treated fairly
- Modelling behaviours consistently
- Teaching sensitiveness, understanding and ways of behaving
- Development of social skills
- Development of positive relationships in school – the heart of all learning
- Talking through what could be done differently
- Changing the way a child thinks and responds through reasoned explanation and modelling
- Helping children to understand how behaviour affects others

Staff, governors and volunteers have responsibilities: All children, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles including;

- Speak and treat all children with respect;
- Help and encourage all children to achieve high standards including promoting a growth mind-set;
- Provide a challenging, interesting and worthwhile curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and reflective consequences clearly and consistently;
- Be a good role model and model the behaviour you would expect to experience yourself;
- Form positive relationships with children and parents/carers;
- Recognise and value the strengths of all children;
- Communicate with all in a manner where tone of voice is carefully considered and respectful.
- Teaching right from wrong, honesty and respect for others, encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour;
- Praising positive behaviour using positive phrasing and reminding;
- Providing children with positive experiences that will create positive feelings and therefore positive behaviour;
- Being consistent role models through patterning and copying;
- Using consistent, clear and agreed boundaries, that follow our therapeutic approach;
- Providing comfort and forgiveness.

The role of the Head Teacher

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of inappropriate behaviour. Tracking of behaviour requiring parental contact is kept electronically. Behaviours are grouped and tracked through the electronic system.

The Head Teacher has the responsibility for giving suspensions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Exclusions are only taken after the school governors have been notified.

Parent/Carer Responsibilities

The behaviour of children both inside and out of school remains the responsibility of the parents/carers of the individual.

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable educational or protective consequences for a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If parents/carers are still concerned about the way their child has been treated they should contact the Deputy Head or Head Teacher. If these discussions cannot resolve the problem, a formal complaint to the Chair of Governors (Mrs Laura Hampshire) can be implemented.

Behaviour on school trips

The school's normal disciplinary procedures apply to school trips. Incidents of inappropriate behaviour may result in a pupil not taking part in activities during the visit or if residential could lead to parents/carers having to collect the child from the trip.

Analyse not Moralise

We aim to Analyse not Moralise.

Analyse = Examine (something) methodically and in detail, typically in order to understand, explain and interpret it.

Moralise = To comment on issues of right and wrong, typically with an unfounded air of superiority.

The important principle is that we ANALYSE children's behaviour and not moralise about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child.

All staff should investigate and acknowledge how behaviour, experiences and feelings are inseparably linked. Positive experiences create positive feelings. Positive feelings create positive behaviour.

We know that behaviour is essentially a form of communication - We work hard to understand that a child's behaviour is telling us something - We endeavour to provide the support and strategies necessary to enable children to learn self-control and develop pro-social responses.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect them. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

The Cambridgeshire Therapeutic Thinking 'Roots and Fruits' exercise helps staff to identify the underlying influences on behaviour. Undesirable behaviours (anti-social behaviours) are limited by disempowering the behaviour that is to be discouraged. Using positive phrasing, limited choice, disempowering the behaviour and applying educational/reflective consequences will help a child to learn the more appropriate pro-social behaviours over time.

Staff Responsibilities

Class teachers have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. Teaching staff share the responsibility for the sensible behaviour of the children in and around the school.

At lunchtimes behaviour is managed by the lunchtime supervisors, who communicate directly to the teachers and model the same therapeutic behaviours.

Parents' Responsibilities

A Home-School Agreement will be provided for all incoming children on their arrival at the school and both parents/carers are asked to read it and sign a declaration that they agree to it. We encourage parent/carers to be aware of the school's expectations and to support the implementation of this behaviour policy.

We look to our parents to ensure that their children are aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it as the responsibility of the parent/carers to foster good relations with the school and to show an interest in what their child does there.

Children's Responsibilities

Children are expected to follow the codes of conduct in the school and classroom and show respect for the rights and needs of everybody in the school community both child and adult. Good behaviour, politeness and good manners are insisted upon.

Cambridgeshire Therapeutic Thinking

In 2019, all school staff were trained in the Cambridgeshire Therapeutic Thinking approach to behaviour management. It is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covered a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques.

In line with the approach, the school follows a number of principles:

- All staff should always speak to children respectfully and calmly – reducing conflict and leading by example;
- The teachers' and teaching assistants' role is to help children and always try to reduce conflict and not do anything that may escalate it;
- Use a calm stance and de-escalation script (see below) in a conflict situation;
- Provide children with 'Recovery time' to calm down after an incident, after which there should be a de-brief (when the child is calm enough); this may be carried out by another member of staff;
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property;
- Positive handling of children in a safe way;
- Being proactive in managing children' behaviour e.g. trying to avoid situations which may cause conflict;

De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict.

The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation.

Section 2: Valued Behaviours

School Code of Conduct

Ready, Respect, Safe

- Be kind, helpful and polite to others.
- Be respectful of others; their opinions, feelings and property.
- Respect everyone's right to speak and to be heard.
- Work quietly to avoid disturbing others.

- Try to do your best at all times.
- Care for the school environment and those in it by being tidy, clean and organised.
- Use materials and equipment wisely and safely.
- Move around the school and grounds safely and sensibly.

Praise can be given in formal and informal ways for adhering to the Code of Conduct as well as for particular achievements. Adults should praise the behaviours that they wish to see e.g. well done (name), excellent listening, etc.

At the beginning of each year, classes focus on the school Code of Conduct. The children, with the help of their teacher, reiterate the positive ground rules that will make for a happy, calm and positive working classroom environment. If a child contravenes this code of conduct, they are reminded of its importance for everyone’s well-being throughout the school.

Class and school rewards

The use of rewards, such as stickers and merits, can be an effective short-term measure in managing behaviour. This is always secondary to developing values and understanding within the children of why it is important to do the right thing. There will be no whole class charts for naming individuals regarding their behaviour both positive and negative. Although we believe that positive encouragement and praise are more powerful than extrinsic reward, we know that some children still require rewards to motivate positive behaviours. Our external rewards for all children include:

- Each class has its own class agreement, which are decided at the beginning of each academic year by the class and their teacher. The content will enhance the principles above.
- School policy encourages children to behave using a positive approach. This is for all children. Beaupre’s Incentive Scheme is based on a house points system, which can be awarded for good conduct, helpfulness, kindness or improvements in learning by any adults in the school community. Each week the team points are collected and announced in assembly. At the end of the year the winning team wins the cup and a reward.
- Certificates are awarded in weekly achievement assembly for good work, effort and behaviour.
- Good work or achievements are shared with other members of staff or the Head Teacher.
- Above and beyond certificates are awarded weekly, a child can choose a friend to have a hot chocolate with the Head Teacher on a Friday afternoon.
- Proud postcards are awarded half-termly and sent home by post.
- Out of school achievements are celebrated in achievement assembly and on the weekly newsletter.
- Good attendance is awarded through a weekly class cup for the highest attendance and a weekly prize draw for children with 100% attendance. Results are published in the weekly newsletter. Half termly and termly 100% attendance certificates are awarded. Annual 100% attendance rewards are awarded at the end of the academic year. Some classes may have their own attendance reward systems.

Section 3: Supporting all Learners

Expected Behaviour	Recognition
Showing effort in work/completion of work Neat presentation of work to the best of their ability Being in the right place at the right time Helping/supporting others in distress Good manners Careful listening Correct sitting and attention Following instructions first time Kindness to others	Verbal praise Positive reinforcement

Calm voice and positive body language	
Looking after all equipment (school, own and others)	
Keeping the school environment tidy	
Showing respect in personal space	

Section 4: Detrimental Behaviour

Dealing with Low Level Detrimental Behaviour

For the majority of children, a clear reminder about the right behaviour would be sufficient for the child to correct their behaviour. Some anti-social behaviour is driven by a need for attention. In these circumstances, staff will, where possible, ignore low-level behaviour and take the first available opportunity to praise pro-social behaviour. When doing this, staff will focus on praising the children who are behaving in a pro-social way. When addressing anti-social behaviour, staff will not draw attention to the child in a shameful way, but will either speak very quietly to the child or wait until after the lesson to talk to them. Staff may make clear their expectations of them by the end of the lesson (They may need to regroup the rest of the class away from the child, either inside or outside the class, telling the child to re-join them when they are ready).

Some general principles for discussing behaviour with a child are:

- Talk through the behaviours they noticed and which code they have broken;
- Give child a clear expectation of behaviour. E.g. 'Next lesson you will concentrate on your work and leave your pen on the table whilst listening';
- Talk through a logical consequence if the behaviour continues;
- Ask the child if they need any support in stopping the behaviour. E.g. 'Is there anything I can do to help you stop tapping the pen?';
- Staff will ensure they notice any Valued behaviour – give the child a quick reassurance that you have noticed as soon as you can. E.g. if the child has not tapped the pen at the start of the lesson, quietly say 'well done.'

Detrimental Behaviours

Detrimental Behaviours	
Low Level Behaviours – <i>low level behaviours that disrupt the learning of others and may or may not disrupt their own learning; behaviours that can be upsetting for others</i>	Consequences and support
<ul style="list-style-type: none"> • Lack of concentration • Not following instructions • Dropping litter • Inappropriate use of equipment (including ruler twanging and building 'towers') • Rocking on chairs • Doodling/scribbling on whiteboards/workbooks • Other off-task behaviour (quietly not bothering others) • Lack of effort in standard of work • Getting up from the table without reason, wandering around • Calling out (answers to questions, not allowing others to think for themselves) • Interrupting the teacher or other children • Talking at inappropriate times 	<p>Make eye-contact (where possible), use a non-verbal prompt <i>(if that doesn't work)</i></p> <p>Say the child's name <i>(if that doesn't work)</i></p> <p>Give them a clear verbal reminder of your expectation "Sally, sit properly on your chair and continue with your writing." <i>(if that doesn't work)</i></p> <p>Teacher or TA to speak to child privately – these behaviours are likely to be caused by an unmet need. Try to meet that need so that the child can continue to make progress in the lesson. <i>(if that doesn't work)</i></p>

<ul style="list-style-type: none"> • Irritating the other children (poking with rulers/pencils, etc) • Passing notes • Non-aggressive throwing of small objects • Rough play • Running or being noisy in the corridors • Inappropriate language (undirected) • Invading others' personal space 	<p>Refer to consequences for Medium Level behaviours</p> <p>Make eye-contact (where possible), use a non-verbal prompt</p> <p><i>(if that doesn't work)</i></p> <p>Say the child's name</p> <p><i>(if that doesn't work)</i></p> <p>Give them a clear verbal reminder of your expectation</p> <p>"Sarah, raise your hand if you wish to answer.</p> <p><i>(if that doesn't work)</i></p> <p>Give the child a verbal warning – "Sarah, this a warning. Remember to raise your hand. You must raise your hand to answer, other children are being disrupted."</p> <p>If they continue, find an appropriate time to speak to them privately (or TA to speak with them/sit with them) – give them a final warning and explain that there will have to be a consequence for their behaviour if it continues.</p> <p>If that doesn't work, refer to consequences for Medium Level Behaviours.</p>
<p>Medium Level Behaviours - <i>purposeful behaviour that children know are against the class/school expectations and do it anyway; behaviours that may cause minor injuries but causing injury was not the 'aim' of the behaviour</i></p>	<p>Consequences and support</p>
<ul style="list-style-type: none"> • Persistent low level behaviour (Usually 3 times in a lesson) • Head down on table, no communication • Defiant behaviour involving ignoring questions and instructions • Work refusal • Refusing to engage in group work (quietly) • Ongoing lack of effort in standard of work • Repeated low level behaviour (Usually 3+ occasions in a lesson) • Deliberately provoking others (knowing that this will cause a specific reaction) • Rough play where someone gets hurt • Pushing and shoving • Name calling (minor) • Causing damage to other people's property, including school equipment/displays (small scale or damage was not intended) • Intimidating others, making threatening gestures • Throwing small items that will <u>not</u> cause injury at other people (directed) • Throwing items that could cause harm (undirected) • Swearing (undirected) • Deliberate unkindness to others 	<p>- What is the unmet need?</p> <p>(Boredom, work too hard/easy, need to move, feeling ill/unhappy, falling out with friends, classroom too noisy, anxious about working with certain peers or speaking in front of the class, anxieties, difficulties at home, etc)</p> <p>- Can you meet that need for them?</p> <p>(differentiate the work, give them an alternative activity, give them a task to do that enables them to leave the classroom and move (take a message, 'heavy work', etc), give them the option to work somewhere quieter, 5 mins to chat to you or a TA about what is worrying them)</p> <p>- You may choose strategic ignoring of some of these behaviours depending on the individual child in question, especially where they are in place of anti-social behaviours which will disrupt the learning for everyone</p> <p>Reflect, Repair, Restore – to be completed at an appropriate time (NOT while they are still in a heightened emotional state), perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence) or time away from certain peers (protective consequence).</p>

	<p>Repeated Medium Level behaviours, class teacher to give verbal feedback to parents (even if SLT have been involved, class teacher needs to give feedback to parents)</p> <p>Possible educational consequences</p> <ul style="list-style-type: none"> - Complete work from the lesson at break time or lunch time (as long as they still have some time to go outside) - Complete work from the lesson at home - Moved to a position in the classroom where they cannot distract others - Moved to a position in the classroom where there is closer adult support - Fixing or cleaning up things they have damaged - Additional input through PSHE on social skills and resiliency - Regular/weekly verbal feedback with parents/carers - Individualised plan to encourage work - Writing a letter of apology <p>Possible protective consequences</p> <ul style="list-style-type: none"> - Can be sent out of the classroom for up to 10 minutes if their behaviour is causing physical or emotional distress to others or stopping others from working (see appendix) - Moved to a position in the classroom away from the person they are being unkind to - Moved to a position in the classroom where there is closer adult supervision - Restricted lunch time/break time, alternative break provision provided for a day/or location changed - Regular/weekly verbal feedback with parents/carers - Individualised plan to encourage positive behaviour
<p>High Level Behaviours - <i>behaviours that put them/or others at risk of physical harm; behaviours that show complete disrespect for school staff</i></p>	<p>Consequences and support</p>
<ul style="list-style-type: none"> • Persistent Medium Level Behaviours • Leaving the classroom without permission • Self-harm, repetitive banging head on table/wall, etc. • Repeated medium level behaviour (Usually more than 2+ times in a week, following class teacher feedback to parents) • Throwing objects that could cause injury at other people (directed) • Swearing or other inappropriate language (directed at a child or adult) 	<ul style="list-style-type: none"> - Class teacher to give verbal feedback to parents (this should happen every time a child leaves the classroom without permission or when self-harm occurs) - Speak to SENDCo for strategies to support child's mental wellbeing - Work together on Roots and Fruits and/or anxiety mapping, where it is felt it will help - Consider alternative provision during certain lessons if frustration or anxiety is causing concern

<ul style="list-style-type: none"> • Spitting at others • Biting (depending on age and developmental level of child) • Climbing onto high equipment and refusing to come down • Deliberate vandalism to school equipment, school site or other people's property • Stealing (teacher judgement to be used as to reasons behind the stealing before escalating to SLT) 	<p>- Reflect, Repair, Restore – to be completed at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence)</p> <p>Referred to SLT (SENCo/ Inclusion Leader) and involved in meetings/phone calls with parents</p> <p>Reflect, Repair, Restore – to be completed at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence) or time away from certain peers (protective consequence).</p> <p>Possible educational consequences</p> <ul style="list-style-type: none"> - See consequences for Medium Level behaviours - Possible class visit from PCSO to educate on vandalism, stealing or other misdemeanours that would be breaking the law if they were older <p>Possible protective consequences</p> <ul style="list-style-type: none"> - See consequences for Medium Level behaviours - Learning outside of the classroom for a limited time - Lunch time/break time restrictions for a longer period of time (a full week, for example) – other break time provisions must be available
<p>Highest Level Behaviours - <i>behaviours that put a child or an adult in danger of physical or significant emotional harm; behaviours that show complete lack of respect for school staff</i></p>	<p>Consequences</p>
<ul style="list-style-type: none"> • Directed verbal abuse towards an adult or child including swearing, racist or homophobic language • Violent physical aggression causing injury: intentional hitting, kicking, head-butting, punching, etc. • Use of an object to deliberately cause injury • Bullying and/or persistent intimidation • Leaving the school site without permission • Violence towards a member of staff 	<ul style="list-style-type: none"> - Referred to Head Teacher - Use of protective consequences as for High Level Behaviour - Meeting in school with parents and member of leadership team - Child reporting to SLT at the end of the day for 1 week - Seek support from outside agencies, where necessary <p>Persistent Highest Level Behaviours after other steps have failed:</p> <ul style="list-style-type: none"> - Possible Suspension - Possible Permanent exclusion

Behaviour Modification Strategies

The Behaviour Policy is the plan for the majority of children. However, in addition, some children may require Anxiety Mapping to ascertain where their anti-social behaviours are triggered and to then plan for a reduction in triggers. Individual Risk Management

Plans (RMP) are available for children who need a further personalised approach. These are constructed with the class teacher, teaching assistants, SENDCo, SLT, parents and child, if deemed appropriate.

Some children may require additional more specialised intervention from an external agency that can provide advice and guidance to parents and the school.

Section 5: Unforeseeable Behaviours

The following behaviours must be reported to the Head Teacher, Inclusion Leader and/or Deputy Head Teacher:

- Physical violence or verbal abuse to an adult;
- Serious intended violence or abuse to other children;
- Prejudiced related abuse or discriminatory behaviour;
- Damage to school property.

The Senior Leadership Team may decide that a child will be isolated for a limited period of time from their class by working in another area in the school.

When responding to harmful behaviour, adults will seek to cool down, repair, reflect and restore. When responding to challenging behaviours, they will aim to de-escalate the behaviour through one or a combination of the following, as appropriate:

- Positive phrasing e.g. “Stand next to me” – “Put the toy on the table” – “Walk beside me”, etc;
- Limited choice e.g. “Put the pen on the table or in the box” – “When we are inside, Lego or drawing” – “Talk to me here or in the playground”, etc;
- Disempowering the behaviour e.g. “You can listen from there” – “Come and find me when you come back” – “Come down in your own time”, etc;
- Use of a de-escalation script e.g. Use the child’s name – “Robert”;
- Acknowledge their right to their feelings e.g. “I can see something is wrong” – “I am here to help”, etc;
- Offer help e.g. “Talk to me and I will listen” – offer a ‘get out’ (positive phrasing) “Come with me and”.

When seeking support from another member of staff, care should be taken that one does not undermine one’s own authority or credibility for dealing with behaviour in the future. Thinking about the language you use is important when asking for help e.g. Thank you for coming, Mrs Can you take to the for me while I teach the rest of the lesson.

Section 6: Communication with Parents and Carers

The school endeavours to make and maintain good relationships with parents and carers, and sees them as essential partners in the task of educating and managing behaviour. Class teachers play a key role in developing and supporting these positive links and enabling relationships. The school recognises the key role of parents and carers and that they may need help and support in the management of the child at home. Strategies used effectively at home and at school will be shared so that the child experiences a consistent approach and, where appropriate, external agencies will be involved in this support. Behaviour targets are also discussed and evaluated with the parents and carers when part of an individual plan for a child. Children are reminded of expectations during assembly, PSHE and where appropriate. Our PHSE programme supports such strategies. Parents are kept informed of procedures, house points and attendance awards through the newsletter. Parents can access the policy via the school website or request a paper copy through the school office. Governors annually approve the behaviour and anti-bullying policies and procedures.

Section 7: Suspension

Suspension is used rarely and only as an absolute last resort owing to the health and safety of the child and others in the school, where it is in the best interests of the child and/or necessary for the safety, security and orderly conduct of other children at school. The Cambridgeshire County Council Exclusion Guidance for schools is used when considering any suspension with the check list for Head Teachers being completed in all circumstances. Only the Head Teacher has the power to exclude a child from school. The Head Teacher may suspend a child for one or more fixed periods. The Head Teacher may also exclude a child permanently for repeated occurrences although this is the absolutely last resort for the school. External agencies will be consulted if a child’s behaviour has escalated to that level.

Other Relevant Documents and Policies

Anti-Bullying Policy
Positive handling and touching policy
Equality Statement
Special Educational Needs Policy
Code of Practice for Special Educational Needs
Guides on Exclusion from School (Cambridgeshire County Council)
PSHE Curriculum
Aggression and Violence Policy

Governors' Responsibilities

The legal responsibility for the discipline of the school lies with the Governors who have delegated the day-to-day management to the Head Teacher.

IN CONCLUSION

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of codes of conduct in our society.