

## Yatton Church of England Junior School - Behaviour Policy

Document Information			
<b>Reviewed by:</b>	PQA	<b>Responsibility:</b>	PQA
<b>Last Review:</b>	Feb 2022	<b>Next Review:</b>	Feb 2023
<b>Review Cycle:</b>	Annual	<b>Ratified by FGB</b>	Not required
<b>Signature (FGB)</b>	Not required	<b>Signature (Head)</b>	Not required

This policy should be taken as part of the overall strategy of the school and operated within the vision, aims and values of us as a Church of England School.

We aim to create a welcoming, caring environment where relationships are based on respect and to develop positive self-esteem in each child. The staff at Yatton Church of England Junior School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school. We recognise that good behaviour allows children and staff to focus on their work, promotes politeness and good manners and develops positive and respectful relationships. Our aim is to provide a safe, supportive and caring environment that has Christian values such as friendship, respect and tolerance at its heart. Each child will develop an awareness of self, sensitivity towards others, habits of self discipline and acceptable behaviour, and a respect for differences in individuals, their traditions, cultures, values and beliefs.

## **Rationale:**

Everyone should have the freedom to live and work in a happy and safe atmosphere. Children need to understand the necessity of good behaviour and to learn self-discipline

## **Aims:**

- To promote an atmosphere where everyone feels safe, happy and secure
- To provide a consistent approach to behaviour management.
- Define what we consider to be unexpected behaviour, including bullying
- Outline how children are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

## **Legislation and statutory requirements**

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

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

**At the Yatton schools we will follow three simple rules – to be SAFE, READY and show RESPECT**

These three rules will encompass a variety of different behaviours that we expect in school and is aimed at being a simple way for the school community to talk about behaviour, understand behaviours and remember what is expected.

	<b>SAFE</b>	<b>READY</b>	<b>RESPECT</b>
<b>EXPECTED</b>	Follow instructions Using equipment sensibly Playing within the rules	Listening to the teacher Getting down to their learning right away Learning in collaboration with others	Making friends Talking politely at all times to children and adults Solving problems using kind words and suggestions
<b>UNEXPECTED</b>	Not listening to instructions Running away from an adult Using equipment in a dangerous way	Not getting on with learning. Distracting themselves or others	Using words that are unkind Communicating in a verbally aggressive way, name calling, swearing Any physical aggression (this includes fighting games) Bullying

We will celebrate children who show behaviour that is SAFE, READY and RESPECTFUL through classroom rewards designed by teachers in collaboration with their class at the beginning of the year (PSHE Jigsaw scheme.)

As a school we will celebrate children who show us behaviour which is 'above and beyond' our expectations through postcards home.

We will help children who choose not to keep the three rules of SAFE, READY, RESPECT through consistent strategies underpinned by high expectations.

	<b>Inside the classroom</b>		<b>Outside</b>	
	Steps	Actions	Steps	Actions

1	<b>REMINDER</b>	Reminder of the three simple rules delivered privately whenever possible.	<b>REMINDER</b>	Reminder of the three simple rules delivered privately whenever possible.
2	<b>CAUTION</b>	A clear verbal caution 'I notice you still chatting, you need to stop and be ready for your learning.'		
3	<b>TIME OUT</b> 30 Second intervention (Send a clear message – You own your behaviour, your poor behaviour does not deserve my time, you are better than the behaviour you are showing today (and I can prove it!))	'I notice you are ...(having trouble getting started/ wandering around the classroom) It was the rule about being safe/ ready /respectful that you broke You must now choose to get on with your work. Do you remember last week when you (were fantastic/ did amazing maths/ were so helpful to me) that is who I need today. 'Stay behind two minutes after this lesson.' Thank you for listening	<b>TIME OUT</b> (Junior)Every play time there will be an allocated space and staff member who will oversee Time Out and record incidents. Time Out will usually be 20 minutes at the most.  (Infant) Staff will put a child in Time Out by asking them to sit on a bench or stand with them for 10 minutes	'I notice that...' or after speaking with individuals over an incident that has been brought to staff attention.

	Two minutes is owed when you reach this step.			
4	<b>REPAIR</b>	<p>This is a quick chat at break time using RETORATIVE questions:</p> <p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>How have they been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently in the future?</p>	<b>REPAIR</b>	<p>This is a quick chat at break time using RETORATIVE questions or a THINK Sheet:</p> <p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>How have they been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently in the future?</p>

## **Roles and responsibilities**

### **The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Informing parents if their child has multiple interventions in class or outside.
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils through a Behaviour Support Plan
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the three rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### Persistent Misbehaviour and Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil.

A menu of strategies will be used in the school to help children manage their behaviour and be successful learners according to their specific needs. For example:

In the Class room	Outside
<ul style="list-style-type: none"><li>• Quiet Zone</li><li>• Ear defenders</li><li>• Wiggle cushions</li><li>• Chunking learning/ Now/Next</li><li>• Timetable changes</li><li>• Additional adult support (not 1:1)</li><li>• Brain and body breaks</li><li>• Fiddle toys</li><li>• Body space/ space (Zones) in class</li><li>• Thinking Room / Time Out Space</li></ul>	<ul style="list-style-type: none"><li>• Different play times</li><li>• Adult support and Lunchbreak Support Teacher activities</li><li>• Use of Thinking Room</li><li>• Role model friends / friendship groups</li><li>• First into lunch</li></ul>

### **At all Times**

- Positive language – calm
- Set scripts to help ‘No blame, no threat’ conversations.
- Positive Handling Plans (Support for staff to handle behaviour in a positive way)
- Behaviour Support Plan (Expectations /targets / rewards /consequences)
- Restoration techniques – HELP sheets
- Internal exclusion
- Support from staff to recognise feelings and behaviours
- Learning Mentor e.g. Volcano in my Tummy / Anxiety Gremlin
- Reports to parents / working in partnership

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

1. The Head teacher and or teacher will inform parents and arrange a meeting to talk about positive ways forward.
2. Persistent misbehaviour will usually result with a Behaviour Support Plan (and if needed a Positive handling Plan) that has clear and achievable targets agreed with the child, teacher and parents. The child’s behaviour will be closely monitored over several weeks resulting with plenty of opportunities to praise positive behaviour and underline how changing their behaviour makes school life a happier place to be.
3. In the event of persistent misbehaviour or a serious incident the Head teacher may refer your child to the services of the Behaviour Support teacher with the Trust
4. If the normal school sanctions don’t work and your child’s behaviour gives increasing cause for concern, particularly if children’s safety and wellbeing are at risk (SAFE), the Head teacher may use the formal exclusion procedures as well as involving specialist services such as the Education Welfare Service (EWS), Educational Psychology Service (EPS) and medical services. These services will try to work with you, your child and the school in avoiding a school exclusion and a Pastoral Support Programme. This is a time-limited action plan to support your child in school. It will involve parents, child, the school and the outside services.



There are two types of school exclusion:

- **Fixed Term** (including lunchtime exclusions) -  
This means that your child is excluded from school for a fixed number of days (maximum is forty-five days in any one school year)
- **Permanent** - This means that your child is expelled from school and cannot return.

The Headteacher may decide to convene a Governors' Disciplinary Panel Hearing to review the provision for a child/young person deemed to be at risk of Permanent Exclusion. The Panel will:

- thoroughly review the current situation with reference to the school's Behaviour Policy and the child/young person's behaviour;
- review SEND support, where appropriate;
- ensure that all parties are clear about the risk of Permanent Exclusion;
- set a date for a review of progress.

The Panel may also:

- make recommendations for future provision.

Decisions on exclusion are delegated to the Headteacher and will not be taken by a Governors' Panel reviewing provision for a child at risk of Permanent Exclusion.

### **Physical Restraint:**

- Very occasionally it may be necessary to use reasonable force to restrain a child, unless by doing so the person restraining is placed at greater risk of injury
- Such restraint should only be used to prevent a child from:
  - a) Injuring themselves or others

- b) Causing damage to property (including the child's own property)
- c) Engaging in any behaviour prejudicial to maintaining good order and discipline in school or during an activity out of school
  - The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result
  - Staff should always try to deal with a situation through other strategies first before using any force. The use of force should stop immediately it ceases to be necessary, children should not be carried by staff
  - Teachers, Classroom and Learning Support Assistants and School Meals Supervisory Assistants are authorised to restrain children if necessary
  - When a child is known to present particular management difficulties that may require physical control or restraint, staff should be briefed in advance and clear procedures established. Parents should be involved in this process
  - All incidents must be reported to the Head Teacher immediately and a detailed written report should be made
  - Parents will be informed of any such incident as soon as possible and given the opportunity to discuss it

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and PQA Committee every year. At each review, the policy will be approved by the headteacher.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying Policy
- SEND Policy

**Conclusion:** It is hoped that this policy will ensure that there is a consistency of expectation and attitude towards behaviour throughout the whole school. Children will be helped to grow in a safe, happy and secure environment and to become positive, responsible and increasingly independent members of the school community.

**Appendix:**

1. Example of a Think Sheets
2. Example of a Behaviour Support Plan
3. Example of a Positive Handling Plan
4. Example of a Pastoral Support Plan
5. Example of a HELP sheet

# THINK SHEET

How were you feeling?



What happened?

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What did you want?

- Attention    To cause a problem    Control    To get out of work  
 To get your way    To get even/revenge    \_\_\_\_\_

How did your behaviour make the other person feel?

- Worried    Sad    Unsafe    Confused    Angry    Frustrated

What coping behaviour could you have used?

- Take deep breaths    Move somewhere else    Think calm thoughts  
 Ignore    Talk to an adult    Do something else    Chill - Take a break

What do you need to do to correct the problem?

- Apologize (say sorry)    Clean up    Complete work    Forget about it  
 Make a plan    Problem solve    Do something nice    \_\_\_\_\_

What have I learned from this situation?

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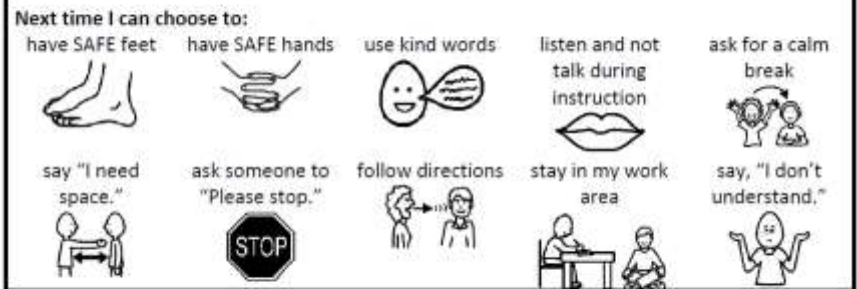
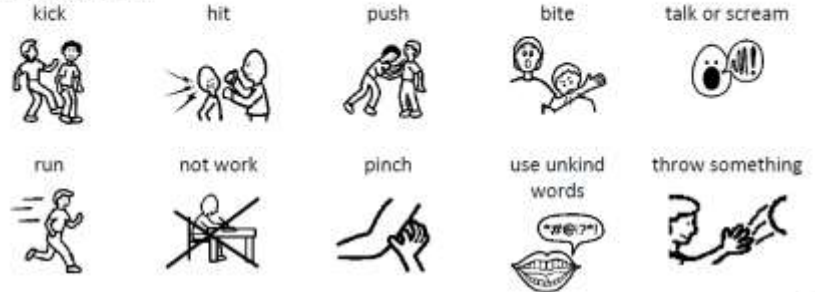
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## \_\_\_\_\_ 's Think Sheet



I can think about my choices and how they affect ME and others.

What I chose to do:



When I make a positive choice like that:







Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reflection

What happened? (try to write it in one sentence)

What were you THINKING or FEELING at the time?






What were you THINKING or FEELING at the now?

One thing I could do differently in the future.....

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reflection

I am feeling.....

Sad    Happy    Scared    Embarrassed    Angry

I chose to.....


I should have.....

Have you apologised?    YES / NO


One thing I will do in the future.....

REFLECTION


Name: \_\_\_\_\_ Date: \_\_\_\_\_



What happened?



What were you thinking at the time?



What have you thought



## Yatton Schools Behaviour Support Plan

<b>Name:</b>	<b>D.O.B.</b>	<b>Year group</b>	<b>Class</b>
<b>What are we trying to prevent? (Current behaviours)</b>	<b>In the class:</b>	<b>Outside:</b>	
<b>What are we trying to achieve? (Target behaviour)</b>			
<b>What positive steps will be in place to help this?</b>	<b>In the class:</b>	<b>Outside:</b>	
<b>What consequences will be in place?</b>			
<b>Review of BSP</b>			
<b>BSP shared with parents</b>	Yes / No                      Date:		

## Positive Handling Plan

Behaviours	Stage 1 Anxiety / Triggers	Stage 2: Defensive / Escalation	Stage 3: <b>CRISIS</b>	Stage 4: Recovery	Stage 5: Depression	Stage 6: Restoration
General Support	<p>Display <b>CALM</b> body language</p> <p>Communicate – <b><i>“Talk and I’ll listen”</i></b></p> <p>Talk low and slow and quietly</p> <p>Assess the situation</p> <p>Give Rhys time to reengage after disruption to learning. (Not to be followed closely through Stage 1 &amp; 2.</p> <p>Read the behaviour and body language</p> <p>Intervene early to attempt remove sources of frustration</p> <p>Explain clearly what is happening and what will happen next. (visual timetable)</p>	<p>Assess the situation the situation, <b>consider making the environment safer and getting help</b></p> <p>State desired behaviours clearly</p> <p>Use distraction to refocus attention on something positive</p> <p>Set clear enforceable limits</p> <p>Offer alternatives and options</p> <p>Offer clear choices</p> <p>Give a get out with <b>DIGNITY</b></p> <p>Remove audience</p> <p>Guide the elbows towards safety</p>	<p><b>Make the environment safer</b></p> <p><b>Move furniture and remove weapon objects</b></p> <p>Ask Rhys to go outside or Thinking Space</p> <p><b>Guide assertively, hold or restrain if ABSOLUTELY NECESSARY</b></p> <p><i>Ensure face, voice and posture are SUPPORTIVE not AGGRESSIVE</i></p> <p><i>Use HELP Protocol to save face by CHANGING FACE</i></p>	<p>Support and monitor</p> <p>This may not be a good time to touch, as touch at this stage can provoked a reversion to crisis</p> <p>Give space and time</p> <p>Insulate from sources of frustration</p> <p>Look for signs that the person is ready to communicate</p>	<p>Support, reassure and monitor</p> <p>Respond to any signs that a person wants to communicate.</p> <p><i>Show concern and care but <b>DO NOT ATTEMPT TO RESOLVE DISCIPLINARY ISSUES AT THIS STAGE</b></i></p> <p><i>Use Thinking Space or other quiet area and allowed to wrap himself in the blankets and</i></p>	<p><b>PPL HELP</b></p> <p><b>H</b>ear – Their side of the story</p> <p><b>E</b>xplain – Why the staff took the action they did</p> <p><b>L</b>ink – to show how their feelings drive Behaviours</p> <p><b>P</b>lan – Together to find better outcomes for the future.</p>



	Offer reassurance – including positive physical prompts					
Specific Support	Stage 1 Anxiety / Triggers	Stage 2: Defensive / Escalation	Stage 3: <b>CRISIS</b>	Stage 4: Recovery	Stage 5: Depression	Stage 6: Restoration
			<b><u>DO NOT ATTEMPT TO RESOLVE DISCIPLINARY ISSUES AT THIS STAGE</u></b>	<b><u>DO NOT ATTEMPT TO RESOLVE DISCIPLINARY ISSUES AT THIS STAGE</u></b>	<b><u>DO NOT ATTEMPT TO RESOLVE DISCIPLINARY ISSUES AT THIS STAGE</u></b>	To sit with SLT / HLTA / LSA or Class Teacher to follow the PLL Help sheet to listen to their side of the story, explain why staff did what they did, link to show their feelings drive their behaviours and plan for better outcomes for all in any future CRISIS incidents.
	← RISK RESTRAINT REDUCTION →		RISK REDUCTION	← RISK RESTRAINT REDUCTION PLANNING →		

## School Pastoral Support Plan

Pupil:	Date of meeting:
Year group:	SEN Support / EHCP / PP/ not applicable
Date of birth:	Disciplinary stage:

Those involved are:

Parties invited/involved	Role (e.g. parent/teacher, etc) or agency	Attending (yes/no)

**What brings us here?** (What is happening, what is worrying, why do we need a PSP, what has been tried by school/parent/other agencies?)

**When do things go well, what are the pupil's strengths?**

**What needs to happen?** (to reduce incidents, improve child's ability to manage feelings and show positive behaviours, or reduce risks)

**What are the pupil's views on what is happening, and what needs to happen next?** (These will be gathered at an appropriate time before the meeting)



**Goals from the Initial Meeting**

<b>Pupil's Goals over the next__ weeks</b> (And add success criteria to make these measurable, as a way of monitoring change)	<b>What will home and school put in place?</b> (This will include strategies, appropriate adjustments and motivations/consequences. Who is responsible?)

**Signatures**

**Parent:**

**School:**

**Other:**

**Date of Meeting to Review the First Plan:**

**Review of First Pastoral Support Plan**

Pupil:	Date of meeting:
Year group:	SEN Support / EHCP / PP/ not applicable
Date of birth:	Disciplinary stage:
Present at meeting:	

<b>Pupil Goals</b> Add Success criteria to make these measurable as a way of monitoring change)	<b>What progress has been made?</b> <div style="text-align: right; font-size: small;">                         Goal met = A                          Making progress towards = B                          Not enough progress towards = C                     </div>


**Summary of Views**

What's going well?	What concerns us?
What changes are we looking for / What needs to happen next?	

**Next goals for 2<sup>nd</sup> Plan**

<b>Pupil's Goals for Plan 2</b> (Add Success criteria to make these measurable as a way of monitoring change)	<b>What will home and school put in place, other action points?</b> (This will include strategies in place, appropriate adjustments and motivations/consequences. Who is responsible?)

**Signatures**

**Parent:**

**School:**

**Other:**

**Date of Meeting to Review this Plan:**



Pastoral Support Plan no: \_\_\_\_\_

Start Date:

Review on:

<b>Pupil:</b>	Date of meeting if different:
Year group:	SEN Support / EHCP / PP/ not applicable
Date of birth:	Disciplinary stage?
Present at meeting:	

<b>Pupil Goals (from last meeting)</b> Add Success criteria to make these measurable as a way of monitoring change)	<b>What progress has been made?</b>  Goal met = A Making progress towards = B Not enough progress towards = C


**Summary of Views**

What's going well?	What concerns us?
What Changes are we looking for / What needs to happen?	

**Next goals for Plan no: \_\_\_\_\_**

<b>Pupil's Goals for Plan ____</b> (Add Success criteria to make these measurable as a way of monitoring change)	<b>What will home and school put in place, other action points?</b> (This will include strategies in place, appropriate adjustments and motivations/consequences. Who is responsible?)

**Signatures**

**Parent:**

**School:**

**Other:**

**Date of Meeting to Review this Plan:**

Name:		Class:	Date of incident:
Adult leading the PLL review:			Date of PLL review:
<p><b>H</b> ear</p> <p>(Their side of the story)</p>			
<p><b>E</b> xplain</p> <p>(Explain why staff took the action they did.)</p>			
<p><b>L</b> ink</p> <p>(To show how feeling drive behaviour)</p>			
<p><b>P</b> lan</p> <p>(Together to find better ways.)</p>			
PLL form completed by: _____		Signed (Parent / Carer)	
Print name: _____		_____	
Date: _____		_____	