

Palatine Primary School

Positive Management of Behaviour Policy



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1. Introduction

The Governors and Staff of Palatine Primary School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils e.g. Positive handling policy, Safeguarding and child Protection and Safer Working practice.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for students and volunteers working within the school to explain the arrangements for supporting a positive change in behaviour. Its contents are available to parents and pupils on the school website.

2. Aim

A well behaved school is one in which there is a climate where pupils feel safe, enjoy learning, engage enthusiastically in activities, can access the curriculum and achieve high standards. The staff of this school aim to promote positive relationships, trust and co-operation to secure an enjoyable learning environment where expectations are clear and conflict is minimised.

In implementing this Behaviour Policy, we must be clear that each child is valued and that it is the inappropriate behaviour that is not wanted, not the child.

3. Underpinning values

School Values

At Palatine we know that behaviour is a communication. If children are exhibiting challenging behaviour it is our job to support children to understand behavioural expectations as well as addressing the need the child is showing us.

At Palatine we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Being proactive within our school can support the majority of children to behave in line with expectations and for adults to offer effective support when children are struggling to do so. This preventative planning can be seen throughout our school values.

As a school we support staff to see the whole child and think about therapeutic ways to support children where appropriate. This is supported through training and discussion with the behaviour team.

At Palatine the curriculum vision ensures that all pupils are:

- ❖ Challenged
- ❖ Stimulated
- ❖ Motivated
- ❖ Equipped

This policy will set out how our management of behaviour is supported by this curriculum vision.

❖ **Challenged**

Our curriculum offers challenge to pupils at an appropriate level. Children feel supported to take risks and their self-esteem is built so they feel able to take on more complex ideas. Children are challenged to think about themselves and others around them, and how their behaviour can impact others.

❖ **Stimulated**

At Palatine our lessons are engaging and well suited to the audience. Because of this children are stimulated and learning showing good participation within lessons.

❖ **Motivated**

Behaviour and relationships are interwoven. Our staff know our pupils well and know how to motivate them to make good choices.

This motivation will change from child to child and will be developmentally appropriate.

❖ **Equipped**

Children are given the tools they need to achieve and develop confidence, self-regulation, physical wellbeing and sensory awareness, communication to express themselves and understand the world around them, and key skills that support children in preparing for adulthood. A large part of being equipped is being able to learn ways in which to be independent in behaviour regulation. Emotions, social relationships and regulation are taught throughout the curriculum.

3. Our rights as a school community

Everyone attending or working at Palatine has a right to:

- Be treated with respect and dignity;
- Learn and work in a safe environment, through the maintenance of a high quality of care, support and guidance;
- Be protected from harm, violence, assault and acts of verbal abuse;
- Be treated inclusively and be free from any form of discrimination or prejudice – whether it be against disability, race, ethnicity, gender, sexual orientation, gender reassignment, marriage status, pregnancy or maternity status, religion or age;
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour;
- Be part of a community and collective ethos that promotes the values of caring, empathy, teamwork and coordination.
- Be treated as an individual. In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – exclusions and expulsions are to be used only as a last resort where other measures fail to support.

Pupils attending Palatine school and their parents have a right to:

- Be encouraged to make choices concerning their education and their lives;
- Be able to access all aspects of the school community whatever their disability;
- Be aware that physical interventions should only be used in the pupil's best interests and as a last resort if de-escalation is unsuccessful. Guidance on the use of reasonable force will be

agreed upon by the head teacher and governing body, and clearly set out within the school's Positive handling policy;

- Individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- Be informed about code of conduct, relevant policies and the expected conduct of all pupils and staff working in school;
- Be informed about the school's complaints procedure. It is understood by all members of the Palatine community that any kind of violence, threatening behaviour by parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.

Staff should ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.

Parents should have committed themselves through the Home-School agreement to work with the school to develop and ensure the good behaviour of their child and that they understand and follow the school's Behaviour Policy at an appropriate level.

The governing body agree that these principles underpin our work across the school community and further seek to uphold these with the following general expectations.

General expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (including any form of cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils should help staff by showing good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the pupils and staff safe, the head teacher and members of the senior leadership team will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others, where it is deemed necessary.
- Everyone in the Palatine community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

4. Principles

This next section sets out our intentions for managing behaviour positively and matches our values to our principles:

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of managing behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

- The school will create and maintain an atmosphere and ethos of tolerance, equality, equity, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- Expectations are to be consistently applied across the school with equity in mind and where sanctions are exercised, they should be proportionate to the misdemeanour, in line with the school's Positive handling policy.

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the boundaries and support provide by staff. This protects the well-being and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required (please see positive handling policy).

❖ **Positivity**

The key element of our behaviour policy needs to be proactive, we need to 'catch them being good'. Proactive behaviour management comes before de-escalation. It is the process of setting up systems that allow children to have a personalised learning environment that supports them to be able to access the curriculum.

The idea of 'catch them being good' is not just a saying. It is a proven strategy to support pupils to understand expectations, build a positive atmosphere with in class and adds elements of competition for those children who are able to access this. Positive language or visuals are used to support child at all times.

❖ **Success**

This means that children and adults feel successful within the learning environment. Children are able to feel success both intrinsically and extrinsically. Classes need to work on a behaviour charter within their class that allows children to earn success. Where this is appropriate this should be individual and/or group successes.

Within this there needs to be boundaries as you cannot know you are doing well without knowing the expectations. **All classes will create a class charter for behaviour.**

❖ **Equity**

Equity is about treating people fairly based on their need not treating everyone the same. There should be clarity of approach and there should not be a culture of people thinking children are "getting away with things" when consequences are not obvious.

❖ **Communication**

We know that behaviour is a communication. It is part of our role to work out what children are saying. Our behaviour policy is a reflection of this. This will be supported by using our Educational psychology service to run solution circles to allow us to use our expertise as a team to help children overcome behavioural barriers

5. Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. The daily management/ preventive strategies sections of a pupil's behaviour management plan or support strategies plan will outline specific ways to prevent incidents with the individual pupil. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all pupils.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective.

Diverting the pupil's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk. Staff will be trained in supporting children through de-escalation.

Primary Prevention

This is achieved by:-

- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for communication, choice and achievement;
- Exploring pupils' preferences relating to the way/s in which they are managed;
- Developing staff expertise through a programme of Continuous Professional Development;
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff.

Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation.

Where there is clear, documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using a RPI are greater than the risks of using a RPI, as risk assessed in the pupil's BMP. Please see the positive handling policy for more information.

Part of supporting children to manage behaviour is the teaching that behaviours can elicit consequences, and in turn, sanctions. This will be decided on a developmentally appropriate basis. Consequences can take the form of the following;

- Completing unfinished tasks
- Limited access to spaces/equipment or activities as appropriate
- No availability of minibus/car
- Assisting with repairs
- Differentiated activity space
- Restorative meetings

Sanctions will always be in line with this policy and appropriate to behaviours. Sanctions may not always be appropriate for children and incidents of challenging behaviours should be viewed as opportunities to support children on the journey of co-regulation and towards self-reflection and managing own feeling and behaviours.

6. Supporting challenging behaviour

This year we are working to embed the programme 'Steuth' which will allow classes to record incidents of behaviour electronically. This will support in monitoring behaviour in class which will allow classes to see patterns of behaviour or certain triggers more easily. It will support class and staff planning and also in completing behaviour management plans. It will support the senior leadership team and governors with monitoring behaviour incidents across the school and ensure correct allocation of resources and support.

If staff wish to seek support in ways of positively managing challenging behaviour staff should contact the behaviour team. The behaviour lead in school is Charlotte Howting.

As previously mentioned, at Palatine school we view challenging behaviour as a communication. There are various methods to support staff in understanding and supporting children to work through behavioural barriers to learning. The attached appendices to this policy shows how to use the following forms:

- A. ABC charts
- B. Tally Charts
- C. Solution circles meetings
- D. Support Strategies plans
- E. Behaviour management plans.

Please refer to these guides as support and seek help and advice from colleagues if needed.

7. Complaints

The availability of a clear policy about the use of reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures including reporting the matter to the Local Authority Designated Officer (LADO) in accordance with LA procedures.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

Appendices

ABC charts

A-B-C or ABC recording is a way of collecting information to help determine the function of a child's behaviour. It does this by breaking down your observations into three elements:

- **Antecedents (A):** what happened *directly before* the behaviour occurred?
- **Behaviour (B):** the specific action(s) or behaviour of interest.
- **Consequences (C):** what happened *directly after* the behaviour occurred?

Once collected, ABC information can provide some valuable insights on its own. It can be used informally by you to **identify patterns of behaviour** and subsequently develop effective management strategies.

When looking at consequences it is important to think about not only what has happened to the child (I,e, what did you do that was an intervention, distractions, repercussions) but also what the child got from the behaviour:

Behaviour is commonly thought of as having one of four functions (often referred to using the acronym **SEAT**):

- **Sensory** – it feels good.
- **Escape** – from environment or situation.
- **Attention** – from others (adults or peers).
- **Tangible** – access to a specific thing, such as a toy or food.

When analysing ABC data, you can look to see if the same behaviour often results in a particular consequence. For example, if biting another child keeps resulting in the bitten child surrendering a toy to the 'biter', then this behaviour has a 'tangible' function. With this knowledge, an appropriate intervention can be devised to encourage the use of a more appropriate behaviour to serve this function (teaching the child to ask nicely), and discourage the use of the biting behaviour (ensure toy is removed from the biter).

The same behaviour may serve alternate functions in different contexts. This is why it is important to collect information on the antecedents and consequences each time the behaviour happens, so you can consider the function for each occurrence.

Tally Charts

The use of tally charts is to see how often a reoccurring behaviour is happening. It can also lead to seeing patterns of behaviour. For example are the behaviours clustered around certain points in the day? Is there a pattern on a certain day? Is there a certain child or member of staff the behaviour is linked to? This can lead to us understanding triggers and supporting children with routines.

Example:

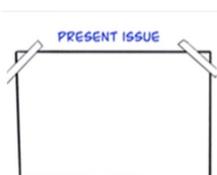
Monday 8.2.21	Tuesday 9.2.21	Wednesday 10.2.21	Thursday 11.2.21	Friday 12.2.21
Kicking 9.05	Bite 12.30	Hitting 9.05		
Kicking 9.15		Bite 12.30		
Kicking 10.30				
Bite 12.30				

Solution circles meetings

Solution Circles are short, powerful and help to build “community capacity.” The process requires a person to present the issue they are grappling with to a problem-solving group. The steps within the process are all underpinned by psychology and designed with successful outcomes in mind.

A Solution Circle uses ‘graphic facilitation’ to record the meetings. Visual learning and attention are both activated during this process. Sometimes spoken words may fade and be forgotten whereas the picture serves as a reminder of things that have been said at the beginning of the process. This helps people hold those things in their mind throughout the session. Graphics can show complexity and connections very effectively and colour can be used to reflect a range of emotions. This way of recording helps people to build on their own and each other’s ideas. You can come back to things mentioned previously and they are not lost during the session.

There are several roles within a Solution Circle process. These being the ‘issue presenter’, the consultation team, a process facilitator – guiding the team through the 4 steps, a timekeeper, and a graphic recorder.



Step One: Issue presenter (Six minutes) The presenter outlines the issue/s with no one interrupting. The recorder takes notes and the timekeeper lets people know when six minutes is up. Everyone else (the consultation team) listens. If the presenter stops talking before the six minutes is over, everyone else stays silent. You can often find that the presenter needs time to think quietly and then starts talking again. It is important not to chip in at any point during the full six minutes.



Step Two: Consultation Team (Six minutes) Everyone in the consultation team ‘chips’ in with ideas for solutions to what they have heard from the presenter. Share anything that you think may be a way forward. It is not the time to ask for clarification or ask questions about the issue/s. The process facilitator must ensure that everyone gets a chance to contribute and that no one voice dominates. During this step, the problem presenter sits and listens without speaking or responding.

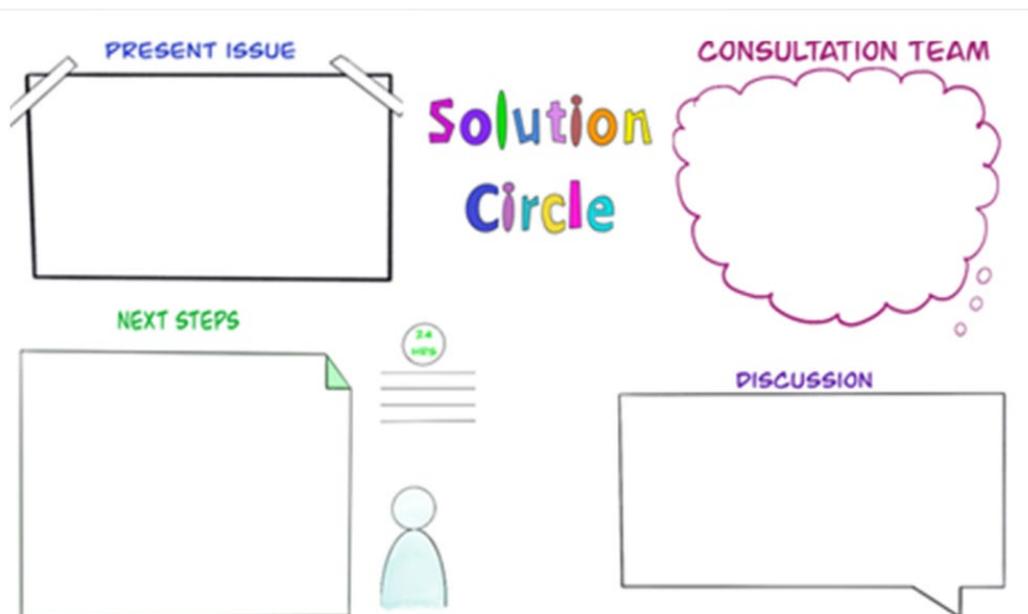


Step Three: Dialogue (Six minutes) The presenter chooses at least 2 or 3 of the ideas mentioned in step 2. Ideas that they would like to hear a bit more about. The presenter now has a chance to lead further discussion. This is their time to explore and clarify the issue. It is important that they focus on positive ideas only and not on things that are not possible.



Step Four: First Steps (Six minutes) Everyone has a discussion about the first steps that can be achieved over the next three days. It is really important the at least one step is started within the next day. The importance of this initial next step happening quickly has been highlighted as crucial in research carried out in this area. A volunteer is asked for who can act as a mentor or coach. They seek agreement as to how this will work. For example, it might be that the ‘mentor’ agrees to phone or see the person within three days and check if they took their first step.

Finally, each member of the group is invited to share one word to describe the experience. The graphic facilitator then shares the solution circle graphic with the presenter.



At the end of the 30 minutes session Solution Circle (SC) the issue presenter should have: Two or three ideas to move forward.



One of the steps will be identified to take place within the following 24-hour period

A member of the 'consultation' team will be allocated (at the end of the Solution Circle) who will be best placed to follow up with the school staff 'issue presenter' in a way that suits them e.g. phone, text or email (this is part of the decision making during the SC).

Support Strategies plans

Found in the interventions folder on the server.

A support strategies plan sets out challenging behaviours that a child may exhibit. It will look at a child's triggers to those behaviours and show the support strategies used when this happens. These plans support all staff to know what strategies will support child. This can also include any script you use to diffuse situations. This supports consistency and allows children to know that all adults will treat them the same in these situations.

These needs to be signed and agreed by the parents.

PALATINE PRIMARY SCHOOL SUPPORTIVE STRATEGIES PLAN		
Child's name:	Class:	Teacher:
Written by:	Date reviewed:	
What do I need support with?	Triggers.....	What can you do to help me?
<p>Agreed and signed by:</p> <p>Class teacher: _____ date _____</p> <p>Parents/carers: _____ date _____</p>		



Behaviour management plans.

Found in the interventions folder on the server.

A behaviour management plan is written to support children who have needed, or are likely to need positive handling as part of the strategies used to support behaviour.

This will be written alongside a team teach trainer to ensure correct support, language, de-briefing and script is used in the plan. Just like a support strategies plan their emphasis remains on proactive, preventative measures and de-escalation strategies.

These need to be sign and agreed by the parents.

These do not override the Team Teach forms which must be completed as per Team Teach training after each incident and handed to Charlotte Howting.

  POSITIVE BEHAVIOUR MANAGEMENT PLAN			
CHILDS NAME:		CLASS:	DATE WRITTEN:
+ Daily Management – preventative strategies			
Inappropriate behaviour	Strategies for de-escalation	Team Teach techniques (only if de-escalation has not had the desired effect)	Timescale: (If using a quiet room as break out space, children must be constantly monitored within the either in the room or directly outside with sight of the child.)
De briefing (after the event):			
Long-term aim		Success Criteria	
Signed (Teacher):		Signed (SLT/ Team Teach Tutor):	Signed (Parent): <i>I give my consent to the above plan being implemented with my child and being shared with relevant agencies.</i>