Swanmore C.E. (Aided) Primary School

BEHAVIOUR FOR LEARNING AND RELATIONSHIPS POLICY

Vision Statement

Swanmore Church of England Primary School's Christian values of Honesty, Charity and Respect strive to develop children in to caring, reflective and proactive individuals; aspiring for the greatest achievement in all they do, seeking to improve themselves and the world around them.

At Swanmore Primary School we are committed to providing a warm, caring and safe environment for all of our children so that they can learn and play in a relaxed and secure environment that mirrors our school values of **Honesty, Charity and Respect.** The school uses a positive behaviour approach to encourage and recognise good behaviour. We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation. The policy should be regarded as a 'live' document; the one page blurb appendices which summarise the policy should be readily available to all and be referred to as needed.

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This policy has been written after consultation with staff, parents, governors and pupils and it reflects the beliefs that we collectively consider are important to the school.

Beliefs

Beliefs underpinning this policy are:

❖ All members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as positive role models in their behaviours and relationships.

❖ We believe in connection over correction and that we all respond better to encouragement and support that to a negative response. By focusing on positive behaviour and relationships and on the gifts and capacity that each member of the community brings to our school, we can support each other to make Swanmore a truly inclusive school where all members are equally valued.

❖ We believe that teaching and learning and behaviour are intrinsically linked. We strive to ensure that all pupils have full and equal access to the curriculum and know that by teaching social and emotional skills to our pupils we will make it easier for them to do so and build their independence whilst raising their self-esteem. We recognise that we need to show children that their personal development and mental health are a priority.

❖ We are all members of a learning community and regard any adult or child asking for help in any area as displaying a strength rather than a weakness. We strive to create a community where all members feel safe to learn, whatever their role.

❖ We believe where clear expectations are co-operatively agreed and followed with consistency, the communal sense of purpose is a source of strength. With a clear and consistent approach to managing behaviour children feel safe, secure and understand what is expected of them as all adults around the school react and respond in the same predictable way.

Rules

The school has three rules: **Ready**, **Respect** and **Safe** (RRS).

Our children have chosen the key visuals below to represent these 3 rules. These visuals can be seen consistently around the school as a reminding prompt.

Our children understand what **Ready**, **Respect** and **Safe** mean and we have devised definitions of these below using their words.

KS1- I can use my listening ears.
I am ready to learn.

KS2- I am ready for any task ahead of me.
I can manage distractions.

KS1- I can follow instructions.
I will follow the school rules.

KS2- I can keep myself and others safe.
I can look after my school and all our resources carefully.

KS1- I will use kind words.
I can share and be helpful.

KS2- I will treat others how I want to be treated and respect others opinions.
I will help and support everyone in the Swanmore family.

Our three rules are discussed with pupils at the beginning of each school year so that pupils agree, feel involved and committed to them. They are reminded of them after school holidays, they are often the theme of assemblies and circle times. They are actively referred to by the adults in school on a daily basis to reinforce positive behaviour.

Children are more likely to accept a school's code of behaviour if it is clearly understood, consistently and fairly applied, and shown to be reasonable, sensitive and effective.

Behaviour of adults

Our children have told us what they want from adults in school. The most common responses were:

Fun	Fair	Friendly
Clear	Respectful	Understanding

All adults have a duty of care to maintain good order and to safeguard children's health and safety. It is the adults who determine the environment in which good relationships can flourish. At the centre is mutual respect between adult and child.

We expect every adult to:

1. Meet and greet positively and in a personal way at the start of the day and after breaks and lunchtimes.
2. Refer to the school rules.
3. Connect- Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all children.
5. Be calm and understanding.
6. Follow up every time, retain ownership and engage in reflective dialogue with children.
7. Never ignore or walk past children who are making poor behaviour choices
8. Collectively embody the behaviour policy at all times responding to unproductive behaviour consistently and fairly ensuring predictability for the children.
9. Contribute to creating a positive safe environment for the school community where bullying, physical threats or abuse and intimidation is not tolerated.

Leaders

Leaders are not expected to deal with behaviour incidents in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

We expect every leader to:
• Take time to welcome children and families at the start of the day.
• Be a visible presence around the site and especially at transition times (e.g. break times)
• Celebrate adults and children whose effort goes over and above expectations.
 • Regularly share good practice.
 • Support staff in managing children with more complex or entrenched unproductive behaviours. Upskill staff and drip feed CPD throughout the year.
 • Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
• Regularly review the effectiveness of provision.

Leaders facilitate a culture whereby pupils and staff flourish in safety and dignity. A schools culture and values are manifested through the behaviour of all its members, leaders are responsible for holding staff members to account when necessary.
Leaders are responsible for ensuring all staff are aware of their safeguarding responsibilities as set out in statutory guidance of Part 1 KCSIE.

The importance of effective communication

Children can often be sensitive to their surroundings and will notice everything that goes on around them, including and especially how we communicate with them and with each other.

The way in which we communicate can be broken down into our body language (55%), our tone of voice (prosody – 38%) and our language (7%).

We aim to embody the concept of PACE (playfulness, acceptance, curiosity, empathy) in every interaction that we have with children in our school.
 PACE is a way of thinking, feeling, communicating, and behaving that aims to help children experience security and safety. It is an approach using four personal qualities which allow adults to support a child to develop their own self-awareness, emotional intelligence, and resilience. Over time and with practice, a child will gain strong tools to better understand and regulate their own emotions. Key to this approach is a deep respect of the child's own experiences and their inner life.

Relational approach

At Swanmore we believe that punishment cannot create or model the qualities that we want in the child. It creates an 'us versus them' mind-set when what we advocate, and practice is an 'us with them' approach – a relational approach.
 We believe that you can't teach a child to behave better by making them feel worse. When children feel better, they behave better. It is true that punishment may be able to get children back into the boundaries and change their behaviour temporarily, but there will be no lasting or fundamental change and crucially, the relationship will suffer as a result.

We wholeheartedly believe that behaviour is a form of communication and that unproductive behaviour is communicating an unmet need.

We do not use the terms 'bad' or 'naughty' with a child or when referring to a child because we want to raise their self-esteem and give hope rather than reinforce their negative self-belief. Alternatively, we view and describe negative behaviours as unproductive or a 'regulatory issues' and not as a behavioural issues, based on our knowledge of neuroscience.

Stress and the central nervous system (brain and spinal cord)

We know from neuroscience that the brain drives behaviour. It can be viewed as three parts, each of which has different functions.
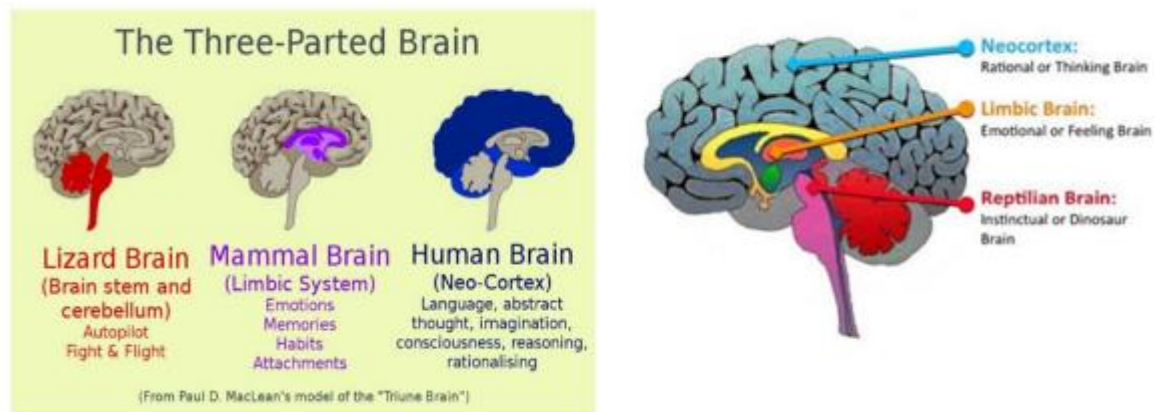
The Neo-Cortex (Rational brain)	
The outer layer and largest area of the brain	Involved in higher-order thinking
Involved in spatial reasoning	Involved in language
Involved in conscious thought	Involved in executive control
Involved in self-awareness	Involved in abstract thought
Involved in imagination	Involved in delayed gratification
Involved in logic, reasoning and planning	Involved in morals and ethics
Involved in decision making between right and wrong	

The Limbic brain (Emotional brain)	
Regulates memory and attention	Records memories of behaviours and experiences that produce agreeable and disagreeable experiences
Regulates mood	Concerned with self-preservation
Regulates hormone control	Concerned with fear
The emotional centre of the brain	Concerned with protective responses related to defence such as fight or flight
The pleasure-seeking centre of the brain	Concerned with emotions relating to attachment and relationship
	Handles the next 15 seconds of life and gives us moment to moment survival

The Reptilian Brain (Instinctual brain)	
The oldest and most primitive part of the brain	The root of mental health issues such as obsessive-compulsive disorder, post-traumatic stress disorder, panic disorder
Controls vital functions like heart rate, digestion, body temperature, balance, circulation, breathing, stress responses, social dominance, reproduction	Ready to respond at all times of the day, even in deep sleep
Life happens in the next 15 seconds, much like the limbic brain but more intensely	

When a child is **regulated,** the neo-cortex is in charge, keeping the limbic and reptilian brains in check. It exerts a top-down control over the survival impulses of the lower two parts of the brain.

When a child is **dysregulated**, the limbic and reptilian brains become more powerful in guiding behaviour than the neo-cortex and a bottom-up control is exerted. When this happens, right and wrong have no bearing on behaviour and consequences do not register.

This is very important to understand because it explains why traditional behavioural techniques such as points' charts and detentions do not work for children experiencing high and sustained levels of stress.

At Swanmore we continually learn and improve our understanding of the latest research so that we understand:
¬ how our children socialise, communicate, and relate.
 ¬ how their emotional states impact on their learning.
This informs what we do so that we are able to develop effective strategies to help the children settle to learn without punishing them for the things that they find difficult. We pride ourselves on building trust and strong relationships with both children and parents to enable us to better understand how we can support each and everyone of them to thrive.

Recognition and rewards

At Swanmore we believe that good behaviour needs to be taught and that "what you pay attention to is what you get." We therefore base our systems on looking for and rewarding good behaviour.
The guidelines we follow are:
• Looking for the positive and being explicit in our praise helps pupils understand exactly what behaviour is appropriate
• Adults need to model positive behaviour and relationships for pupils at all times
• Anticipating and planning for positive behaviour works better than waiting for poor behaviour to happen

As well as receiving, regular verbal and non-verbal praise from adults in the class and also telling parents good news about their child's progress, the following rewards are given:

Individual
- Star cushion
- Stickers
- Star of the day
- Super Star of the week certificate
- Merit-reason for the merit will be sent home in postcard format
- Head Teacher 's Award
- House points
- Super star of the year

House Points
House rewards in the form of:

- A house point to be added to class house chart and in KS1, a sticker to acknowledge individuals effort.
- Weekly presentation of the House Cup for the House with the most House points- visually displayed in the hall each week.

Class
- Reward time. All classes will have the opportunity to earn a period of Reward Time. The class teacher will decide the system they would like to use to earn the Reward Time as a collaborative team. The time, length and type of reward will be given at the discretion of the class teacher but should equate to no more than half-an-hour per week.

Managing and minimising unproductive behaviour

We consider unproductive behaviour to be any behaviour that does not follow the Ready, Respect, Safe rules. Adults aim to rectify inappropriate behaviours through a positive behaviour model, modelling for children opportunities to make the right choice and experience success. While we always look for the positive we do recognise that at some point consequences may need to be used.

In order to minimise unproductive behaviour we follow these general guidelines.
• We check if the behaviour is the result of a pupil not being able to access the curriculum. Good planning, task design and differentiation for work and behaviour is essential.
• By giving clear expectations of work and behaviour we give pupils clear aims and boundaries.
• We react in as calm a manner as possible so we can de-escalate the situation and always follow **P**raise **I**n **P**ublic and **R**eprimand **I**n **P**rivate (PIP and RIP).
• We know that distracting and defusing a situation is safer for children and adults.
• We know that good communication with parents/carers ensures a more settled child.
• Setting up positive and tailored behaviour support programmes for key pupils should they need it.
• Use of brain breaks for all proactively.

Following de-escalation techniques, we have a step response to behaviours using a consistent script by all. Consistent implementation helps to create a predictable environment:-

1) **Check in**

This is part of Quality First Teaching and as such can be repeated whenever staff observe a concern. Adults aim to maximise teaching time and minimise disruption by using the least invasive tactic possible to correct unproductive behaviour. This step should not be confrontational (body language and facial expressions should be open/ neutral/ positive). This step may help identify if a child has a difficulty in accessing the lesson or is feeling anxious/ upset in any way. Many of our children experience feelings which they cannot name/ understand or link to a cause- they just feel it in the moment. Adults listen to what the child says and respond, check in after a few minutes and then at intervals. Adults then continue to be observant. Sometimes check-ins are enough. Sometimes the child may just want to be left a while.

NAME – I have noticed you are finding it hard …….
Highlight a recent time they did demonstrate the right behaviour

'(child's name) I can see that you are... (describe behaviours e.g. tapping your pencil, not starting your task, making noises). I'm wondering if you are (describe possibilities e.g. finding this tricky, feeling ok)'.

2) **Reminder 1**

The child receiving a reminder should be told on a 1:1 basis (never displayed publicly) and should always be given a reason. e.g. 'I need to give you a reminder because when you are shouting out, it is so hard for children to hear'. Depending on the child and the severity of the behaviour it may be appropriate to repeat a reminder. Adults use strategies to support the child in de-escalating e.g. moving a child away from a situation, reflecting on a previous experience where they have overcome difficulties or, reminder of next activity once this is complete. Does the child know what is causing the behaviour? How can you help?

Reminder 1 **NAME** – I want/need you to…. because…. [link to our 3 rules where possible] Then say 'this is your first reminder'

3) **Reminder 2**

Reminder 2 **NAME** - Remember I want/ need you to because… or you will need to have reflection time Then say 'this is your second reminder'

4) Reflection time

If physical hurting of others then reflection time will be awarded without reminders.
In most instances, Reflection time will take place as soon as possible after the unproductive behaviour and reminder 2 has occurred.
Reflection time will be 5 mins. After the 5 mins is complete the adult will then complete a restorative conversation with the child.

Reflections will not be held over to the next day. Parents will be notified by phone or at the end of the day face to face if a child has had Reflection Time as a result of hurting others. When normal restorative justice is unsuccessful, parents will be asked to discuss this with their child at home. If a child is not engaging with their learning they will be reminded of expectations and supported if they are having any difficulties. If despite this this the child is still not engaging, we will contact the parents/ carers and work with them to support the child. We will ask if any event or circumstances at home may have had an impact on their behaviours and ability to engage. We will decide if it is appropriate to set up a telephone conversation between the child and parent/ carer. The aim is to work in partnership to provide appropriate support and consistent expectations and boundaries.

5) Restorative conversation- the restorative process

We recognise the restorative questioning after reflection time is key in the process to modify behaviour. As staff we will begin this process by using 'I wonder If ' question to help children understand why they reacted in a certain way e.g 'I wonder if you were feeling worried when you …' Followed by the following order of questions to frame the discussion-
 1. Can you explain what happened?- Listen carefully and dispassionately to the child without interrupting. When the child has finished, give your account without judgement.
2. What happened before/after that?
3.What were you thinking/feeling at the time? This reflection helps the child to reconsider their actions and replay their thought process (however irrational it may seem).
3. How do you think that made others feel? Some children will be unaware of how their actions have made others feel (especially in a moment of crisis). It is important to shine a light on the impact of the child's actions on others Who has been affected? It may be useful to list the people who have been impacted before considering the next question
4. What might we need to do?
5. How can you do things differently next time? Planning for similar situations and frustrations helps to make children more aware of poor behaviour choices and supports self-regulation.

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. Not every incident will need a restorative conversation. However, when trust is broken or when behaviour has gone under and below minimum standards it is often the only way to meet everyone's needs. When possible the child's teacher or TA will lead the restorative conversation. This is to support the development of a relationship between

the adults and children in class. It also avoids sending an implicit message that if children's behaviour escalates quickly enough they no longer have to answer to the class-based staff. However, teaching commitments sometimes mean that a member of the leadership team will take the lead. If this is the case, the child's teacher or TA will join the conversation at an appropriate time or be filled in afterwards but the child will be made aware this is happening. During restorative conversations children may be in a heightened state of anxiety. Adults must think carefully about where the meeting take place, use neutral body language and a non-judgemental tone of voice. It is often more productive for the adult or child to sit alongside each other and engage in a collaborative activity e.g. playing with Lego or doing a jigsaw, whilst the conversation takes place.

Consequences

At Swanmore, the key to supporting our children effectively is to be consistent in all our interactions with all children. Consistency means that every child will be treated with respect, a consistent script by any adult and every child will be offered a consequence that best meets their needs and will help them grow and learn.

For certain behaviours that we have a zero tolerance attitude towards they will have the following consequences-

- **Swearing** (gesture or verbal)=loss of break time and parents informed
- **Physical aggression**= loss of break time and parents informed
- **Throwing, breaking, vandalism**= repair, litter picking, clean it up, letter of apology to Mr Weston/Mr Paterson/ owner of property
- **Targeting/goading/winding up** others for a reaction= loss of break time
- **Repeated offenses** by the same children will result in multiple days lost and family invited in for meeting to then escalate further if needed

However we recognise that all children are unique, a 'one size fits all' approach to consequences for some is unsuitable and insensitive. Where needed interventions are matched to children's social and emotional developmental stages rather than their calendar age.

Consequences may include:

- Individual reflection with a familiar adult
- Group reflection with a class family
- Restorative conversations and attempts to fix a relationship that has been damaged
- Reparation if an item has been damaged (such as fixing something that has been broken)
- Alternative activities when safety is compromised
- Verbal apology
- Written letter of apology
- An appropriate loss of privilege
- School based community service e.g. tidying the classroom, litter picking etc
- Social stories to support understanding
- Discussion and time with a senior leader in a different space

In general consequences work better when they are:
• **Quick:** The consequence comes as soon after the behaviour as possible and last for as little time as possible in its delivery.
• **Incremental:** Catching behaviour early and allocating smaller consequences lets children learn from mistakes at manageable costs.

• **Consistent:** They should be predictable. Consistency will also help children to understand where the limits are so they can self-monitor.

• **As private as possible:** Privacy supports the maintenance of positive relationships. This also helps to diffuse incidents quickly. Sanctions are never displayed publicly

• **Free of emotion:** Anger only focuses attention on the person giving the consequence vs the behaviour causing it.

When delivering a consequence, adults in school:

• Tag the behaviour: Name the child, identify the behaviour and list the consequence.

• Use a 'bounce back' statement: use a statement that shows children that success is still within their grasp.

• Maintain the pace: describe what the child should be doing (as opposed to what they are not doing) and use the least amount of verbiage possible.

• Get back on track: the goal is to get in, get out, and move on with the learning.

We strongly believe that all children must understand that there is a fresh start and clean slate each day as well as after each restorative conversation. It is the duty of all adults in the school to ensure this is consistent part of our school culture and that there is strong communication with families to support children to succeed.

Behaviour monitoring

All staff have a responsibility to record behaviour incidents on CPOMS where it is deemed that this is required. However, staff may also feel that incidents at a lower level are also worth reporting (especially if there is a pattern of unproductive behaviour choices). It is important that records are completed accurately. All incidents should provide a clear and factual report of the events. Staff have a duty to ensure that incidents are recorded in a timely manner (ideally before leaving school at the end of that day). Staff must ensure that the key trait of the behaviour is accurately logged under the relevant options in CPOMS and ensure that they log any action taken e.g. parent contacted. Adults who do not have access to CPOMS (such as supply staff) can make a written record of an incident, which should be completed as soon as possible and handed, in person, to a member of staff, as soon as if possible.

- Continued and consistent poor behaviour over a period of time/or a serious incident will result in the class teacher contacting the parent/s or guardian of the child. Parents will be spoken to directly or by phone. A record of the conversation will be recorded on CPOMS.
- If same unproductive behaviour persists- Meeting with Key Stage leader and teacher (Record on CPOMS)
- If same unproductive behaviour persists- Meeting with Deputy Head/Head and teacher (Record on CPOMS)
- Children with identified behaviour needs may follow a separate reward and consequence system suitable to their needs and may be placed on an Individual Behaviour Plan (IBP) or have an appropriate Education Health Care Plan (EHCP).
- Where appropriate the school can exclude a child where behaviours are significant.
- Any incident involving protected characteristics such as racist or homophobic behaviours will be recorded on a County proforma and sent to County.

Support for children in school

• Visible adult consistencies – consistency of language, calm tone of voice, positive body language.
• Clear consistent script and consequences.
• "Calm Corners" in classrooms and the corridor which have multisensory items to help children to learn to self-regulate and try again. Comfort corners can be accessed for 10 minutes. An adult will then help child to try again.
• Structured play support with an adult and peers.

Staff at Swanmore always support pupils as much as possible in their academic, social and emotional needs. Teaching of emotional literacy skills is of high importance. At times teachers will look beyond the classroom and to the SENCO, Key Stage Leader or Behaviour Lead to find additional sources of support.

Particular children may still require personalised behaviour targets. The aim of an Individual Behaviour Plan (IBP) is to outline strategies that support the child to regulate their own behaviour and reduce the risk of a behaviour crisis.
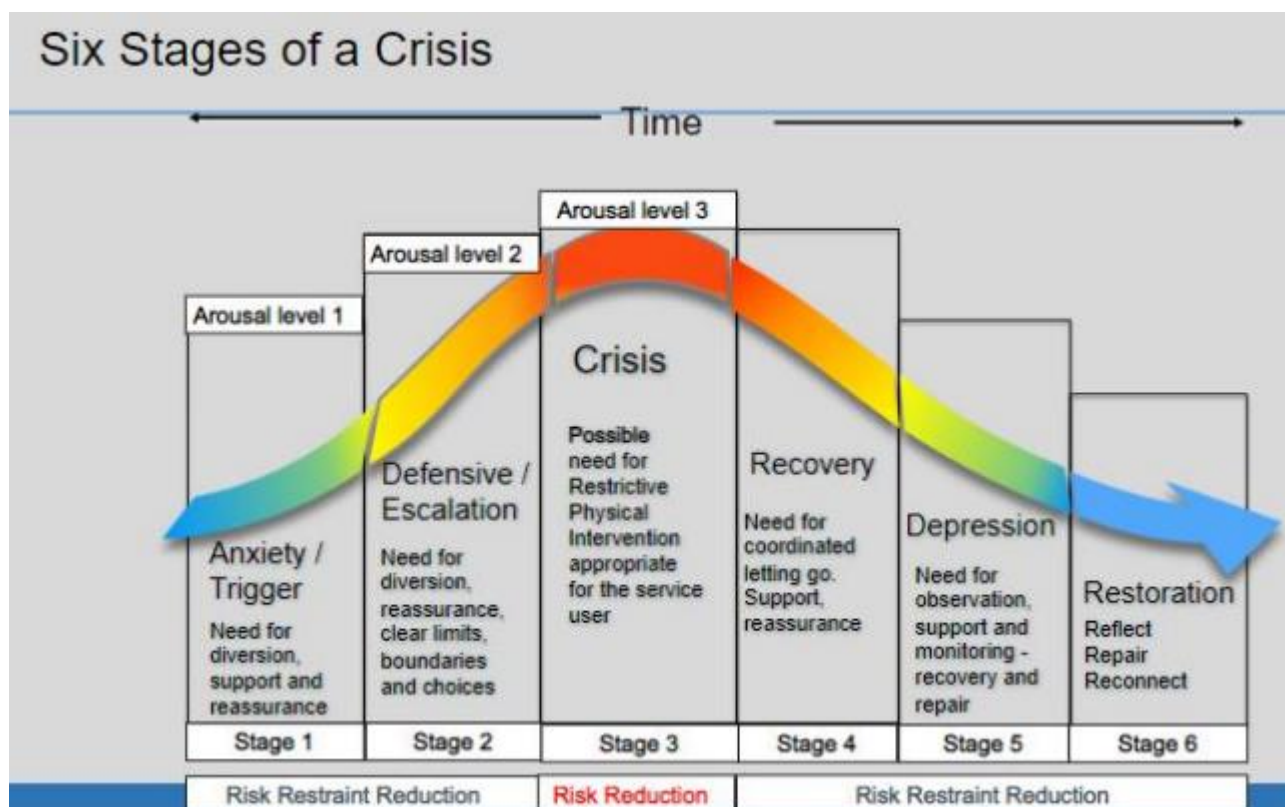
An IBP plan would usually describe:
• Difficulties the child is having
• Key triggers
• Strategies to use when dealing with the behaviours
• Motivational strategies to promote the targeted behaviours
• Correctional strategies following a negative incident
• Who is responsible for the IBP (including parents)
• SMART targets/outcomes
• When the plan would be reviewed
• A reward chart

These documents will be kept on the inside of the cupboard in each classroom so that all staff can access them easily.

Other factors to consider

- Devise reward system to match child's developmental stage and interest (e.g. football stickers in the goal net, reward chart etc.)
- Hold a peer problem solving session to enlist support and draw on the experience of colleagues
- Keep records of poor behaviour on Antecedents, Behaviour, Consequences and Communication sheets (ABCC), analyse proformas to increase understanding of behaviours.
- Seeking support from outside agencies such as-
  Primary Behaviour Service   Speech and Language Therapy

  Early Help Hub   Educational Psychology

  School Nurse   CAMHS

  Educational Physologist

Our Pastoral support

We firmly believe that children need to "Maslow before they can Bloom". Simply put, this means that we recognise chidlren need to be in the right state of emotional readiness for successful cognition to begin to take place. At Swanmore staff are taught about ACE's (Adverse Childhood Experiences) and teachers place great empahsis on connecting with their children, building a trusting relationship and taking into account any contributing factors that could be a barrier for that child.
Supporting children with their emotions is an important part of our school culture.

At Swanmore we support a range of pastoral needs to ensure that children's mental wellbeing is supported. This includes both emotional litreacty support and nurture work through one-to-one or group sessions. This provision focuses on a range of needs including, but not limited to, their emotional literacy, understanding of emotions, self-regulation, social communication skills, coping with change/transitions, self-confidence, resilience, anxiety and bereavement. We support children who struggle with the transition from home to school with a small morning club, matched to those children's needs. We also support children with a range of needs through weekly sessions with a therapy dog. Gardening is also used regularly to support children's wellbeing. To further develop our pastoral provision, we are currently training two further members of staff as ELSAs (Emotional Literacy Support Assistants) and one as a TALA (Therapeutic Active Listening Assistant).

We also use Trick Box as a whole school initiative. Trick Box is a simple, fun and effective whole school emotional management and personal development programme which supports our children from Early Years and continues throughout their journey with us. Evidence-based and developing mental wellbeing in line with DFE guidelines Trick Box programmes develop positive

life habits alongside strategies to help deal with challenges in the here and now, building a repertoire of personal skills for future and helping individuals get the best from themselves, others and the world around them.

Reasonable force

It is our statutory duty to keep all children and our workforce safe. This means that there may be occasions when staff need to intervene physically in order to ensure the safety of individual children and others. This is in compliance with the Department of Education guidance. Please see our Physical Management Policy for further information.
A few key staff at Swanmore are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible and only if risk assessed that the situation was **reasonable, proportionate and necessary.** Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept of each physical intervention incident and parents or carers are informed.

Exclusions

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with significant behavioural and/or emotional needs. Excluding a pupil from school will only be used as a last resort and can only be done by the Headteacher.
Where exclusion is considered seriously as a major option, the following factors are always considered very carefully:
• the severity of the behaviour in terms of the safety of other children, staff and other adults and the individual themselves;
• significant damage to property;
• specific background factors, frequency etc. (referring to any appropriate records)
The Headteacher can exclude a child for:
- a fixed period exclusion of 5 school days or fewer in one term
- a fixed period exclusion of more than 5 and up to and including 15 school days in total in one term
– the Headteacher will arrange education for the child at a neighbouring school from the 6th day if necessary
- a fixed period exclusion of more than 15 school days in total in one term
- a permanent exclusion
Governors have an appeal panel that will consider any exclusion matter.

Support Available for Staff:

Our relational approach ensures that staff build trust and strong relationships with each other. All staff no matter how experienced or inexperienced need support with behaviour issues. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution and provide a safe environment in which to do so. When dealing with an episode of unproductive behaviour, staff can ask for or be offered a **'change of face',** this strategy can be to support the child, the adult or both.

The following are all points of support for staff members:
• Special Educational Needs Co-ordinator
• ECT Mentors
• Support from outside agencies eg PBS
• Senior Leadership Team
• Local Authority Counselling Services
• Peer Supervision
• Courses & Staff Meetings

We believe CPD around behaviour should be ongoing and drip fed throughout the year for all members of the school community not just teaching staff.

Support available for Parents/Carers:

We believe supporting parents/carers is part of supporting pupils. Parents need to be able to communicate their families' needs to the school in a positive and open manner. We encourage parents to approach class teachers in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility for keeping other relevant adults informed.

Additional support for parents/carers may include:
• CAMHS (Counselling & Mental Health Services)
• PBS
• EMTAS
• Social services
• Health service professionals- School nursing team

Parents/Carers responsibility

The role of parents is crucial in supporting school to maintain good behaviour. To support the school, parents should be encouraged to get to know the behaviour policy and where possible, take part in the life of the school and its culture. Parents have an important role in supporting the success of the schools behaviour policy and are encouraged to reinforce the practices within at home as appropriate. Where a parent has a concern around their child's emotional wellbeing or changes to home circumstances they have a duty of care to inform their child's class teacher. Where a parent is struggling with their child's behaviour at home they should speak to the child's class teacher or the school SENCo or Behaviour Lead. At Swanmore we believe working in partnership with our children's parents and carers is paramount to our pupils long term success.

Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

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Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE state the following in their guidance;

Pupils' conduct outside the school gates – teachers' powers What the law allows: 23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Date of Policy Review:	September 2023
Behaviour Lead:	Bex Lamport
Reviewed and Approved by Curriculum & Standards Committee:	14th September 2023
Approved by Full Governing Body:	26th September 2023
Review date:	July 2024

Appendix 1- (one page behaviour guide)
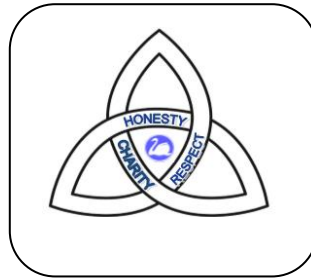
A guide for adults to encourage positive behavior at Swanmore C of E Primary School.

Be Ready

Be Safe

Be Respectful

PHRASES ADULTS USE

"Thank you for…"
"I love the way you are showing respect by…"
"Great choice!"
"I like the way you…"
"You need to…"
"Do you remember yesterday/last week when you (refer to previous positive). That is the (name) we want to see today!"

PIP- PRAISE IN PUBLIC- ENCOURAGING GOOD CHOICES

ADULT BEHAVIOUR	BUILDING RELATIONSHIPS	RECOGNITION
Calm Clear Consistent	Meet and greet 5 to 1 +tive to –tive Get to know interests Get to know families Build trust	Positive praise House points Star of day/week/year Head teachers Awards Team collaborative reward

RIP-REPRIMAND IN PRIVATE

| Check in	Reminder 1	Reminder 2	Reflection	Restorative conversation
Open and positive body language Identify difficulty Listen and respond	1:1 Reminder of expectations	1:1 Explanation Refer back to previous positive	Child given time and space to self-regulate and process events	Repair and rebuild relationship

Appendix 2- managing and modifying behaviour choices

1) **Check in**

> **NAME** – I have noticed you are finding it hard ……. Highlight a recent time they did demonstrate the right behaviour
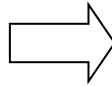
> '(child's name) I can see that you are... (describe behaviours e.g. tapping your pencil, not starting your task, making noises). I'm wondering if you are (describe possibilities e.g. finding this tricky, feeling ok)'.
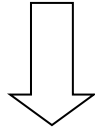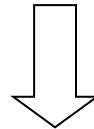
2) **Reminder 1**

3) **Reminder 2**

> Reminder 1 **NAME** – I want/need you to…. because…. [link to our 3 rules where possible] Then say 'this is your first reminder'

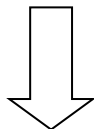> Reminder 2 **NAME** - Remember I want/ need you to because… or you will need to have reflection time Then say 'this is your second reminder'

4) **Reflection time**

> If no response to reminders using Alpha commands: **NAME** 'You have chosen to have reflection time' This is done as soon as possible · End with 'thank you for listening' and walk away

5) **Restorative conversation- the restorative process**

> 1. Can you explain what happened?- Listen carefully and dispassionately to the child without interrupting. When the child has finished, give your account without judgement.
> 2. What happened before/after that?
> 3.What were you thinking/feeling at the time? This reflection helps the child to reconsider their actions and replay their thought process (however irrational it may seem).
> 3. How do you think that made others feel? Some children will be unaware of how their actions have made others feel (especially in a moment of crisis). It is important to shine a light on the impact of the child's actions on others Who has been affected? It may be useful to list the people who have been impacted before considering the next question
> 4. What might we need to do?
> 5. How can you do things differently next time? Planning for similar situations and frustrations helps to make children more aware of poor behaviour choices and supports self-regulation.

Swanmore Primary School Behaviour checklist for Leaders

Be Ready

Be Safe

Be Respectful

HONESTY CHARITY RESPECT

LEADERSHIP

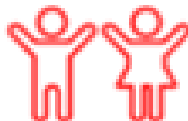Model the behavior you want to see from staff

BUILDING

Be visible especially at transition times. Check the building is clean and well maintained.

STAFF

Praise good performance. Take action when the policy is not followed.

CHILDREN

Praise good behavior and celebrate successes.

TEACHING

Ensure staff know the needs of all pupils. Monitor amounts of praise and rewards given.

POLICY

Ensure clarity about the expected standard. Display school rules. Consistency is key.

INDIVIDUALS

Have plans and support in place for children with behavioural difficulties.
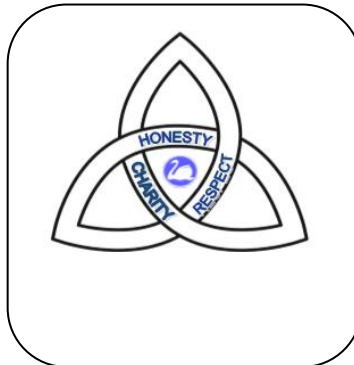
PARENTS

Build positive relationships with parents of children with behavioural difficulties.
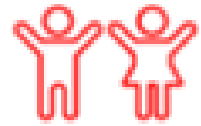
CLASSROOM

Meet and greet the children.
Display school rules.
Consistently follow school policy.
Calm decluttered environment.
Display visual timetable and expectations.

CHILDREN

Praise good behavior and celebrate successes.
Support children to resolve conflicts.
Support children using co-regulation.
Raise self esteem
Use House points, star of the day/week/year
Work together as a collaborative team to build up to a team reward
Have plans in place for children with behavioural difficulties.

Swanmore Primary School Behaviour checklist for Classroom staff

TEACHING

Ensure all resources are prepared.
Praise the behavior you want to see more of.
Teach class routines including transition times and stopping the class.
Teach children self-regulation strategies and how to recognise and name emotions.
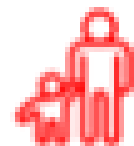Use language of the three rules throughout teaching.

Be Ready

Be Safe

Be Respectful

PARENTS

Build positive relationships with all parents and especially those parents of children with behavioural difficulties.

Give feedback to parents about behavior- let them know the positive as well as the unproductive.
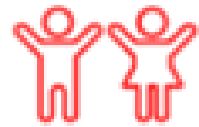
RECOGNITION

Connection over correction.
Be mindful of using ratio of 5:1prasie to correction.
Look out for over and above praise.
Let classroom staff know the positives not just the unproductive.

Swanmore Primary School Behaviour checklist for Lunchtime staff

CHILDREN

Build relationships with the children, show interest in them, talk, smile and play with them. Give your first attention to praising positive behavior. **Communicate with classroom staff.** Familiarise yourselves with those children with additional needs or where a different approach is needed.

CONSEQUENCES

Strong relationships, vigilance, proximity and distraction can prevent the need for consequences.
RIP- reprimand in private.
Consequences are to be discussed and carried out as privately as possible.
Calm stance, kind eyes, low tone of voice, neutral facial expression.
Fresh start and clean slate each time.

Be Ready

Be Safe

Be Respectful

KEY PHRASES

Stay calm be clear and consistent and follow the script for the steps below.

1)Check in
2) Reminder 1
3)Reminder 2
4) Reflection time
5) Restorative conversation

Appendix 6- Examples of practical relational strategies as part of our pastoral approach

Examples of practical relational strategies ¬

- We demonstrate unconditional positive regard ensuring that children always feel wanted and supported despite their behaviour. We offer non-retaliatory and boundaried relationships that feel safe, secure and stable. We offer connection without expecting anything in return. We focus on prevention rather than reaction.
- We teach the children that all feelings are okay to have but only some reactions are okay.
- We strive to treat every lesson and every day as a fresh start and to always be as positive and optimistic as humanly possible.
- We build strong relationships with each member of the school community and each child is accepted and supported unconditionally. They feel like they belong, (a fundamental need for every child), and are empowered and encouraged to stand up for one another.
- We become positive and caring attachment figures for the children, while being sensitive to and supportive of the relationships between parents/carers and their children. We adapt our response to the attachment styles of the child.
- We become attuned to each child and practice relationship vigilance. We can tune into, read and respond to the children's state and needs at any given time. We notice everything the children do and say, verbally or non-verbally, and are particularly watchful of behavioural indicators that might suggest that they are becoming stressed.
- We talk to the children about their experience of stress, using consistent language, and help them to develop an awareness of how they are managing their emotions. This helps the children to become increasingly accountable for managing their emotions and to learn to identify their stressors and calmers.
- We are exemplary role models for all children. We are always aware of our emotional reactions to the children and how we respond to them. We model the use of all other classroom systems and the behaviours we would like to see. We differentiate the language we use by being explicit and modelling. It is not enough to say be kind – touch the others gently, they feel uncomfortable when you push them
- We are aware of our own body language, prosody, and words. We are aware of how our words and actions can be perceived and we are careful, considerate, and intentional in the way that we communicate. We ensure that our words and body language are congruent and that the interest and concern we show for the children is genuine. We speak quietly and never shout. We ensure we provide personal space when its needed.
- We use diversion and distraction to remove pressure.
- We provide support that does not collude with over-dependence.
- We are positive and predictable. We look for opportunities to always give recognition to small steps of progress and tiny achievements and recognise and develop strengths and talents. We model enthusiasm, showing children our pleasure on the completion of tasks.
- We use clear, strengths-based language when talking to each other and to the children.
- We greet them every morning with a smile and 'red carpet treatment'. We let them know that they are the reason we come to work and let them see our eyes lighting up.
- We help the children practice things like asking for help, relaxing, self-regulation, resolving conflict.

- We know when to swap in, understanding that our emotional states are contagious and when we are tense, others around tend to become tense and can ask another adult for a '**change of face**'
- We ensure we are ready to teach and are highly planned. This means that we structure free play, lessons and encounters with others, structure and provide choice for recording of learning, use transitional objects, warn of changes, provide limited choices of content and activity, use timers, and have materials close to hand. We are creative in finding ways 'in' with children, for example, using role play, or concrete mechanical and rhythmic activities to engage left brain function such as counting, colouring, sorting, sequencing and building as a start point.
- We keep a constant eye on children's progress, considering the here and now and the future - how to help children prepare for life after school. We provide experiences beyond those that the children might naturally experience.
- We pre-teach, teaching certain skills that are needed for a lesson/session before the start so that the children know what to do.
- We actively facilitate supportive scaffolding across the curriculum by simplifying tasks, breaking them down into bite-size chunks, anticipating the support needed to avoid failure and having expectations that are challenging and attainable, enabling the children to build up resilience to meeting them.
- We are proactive in providing opportunities for the children to demonstrate maturity. This means that we take every opportunity to provide children with increasing responsibility as they progress through the school.
- We identify ALL transitions and prepare for them. We aim, wherever possible, as a preventative measure to increase children's sensory comfort. Children need multi-sensory teaching techniques to process and store information efficiently and effectively. All interventions are based on vigilance and are state dependent, responsive to the state of the child.

Examples of multi-sensory strategies

The use of focused movement activities.
This may include:
- Movement for comfort: rocking, bouncing, jumping, swinging - trampoline, swing, standing at wall and leaning back onto exercise ball
- Movement to increase alertness and attention: fast, unsteady, shake out arms and legs, jump up and down on the ground, sit on exercise ball and move in different directions
- Movement to alleviate anger: hanging, pulling, lifting, digging, climbing
- Movement to alleviate irritation and agitation: climb, climbing bars, therapy ball
- Movement for strength and confidence: fast movement when you find it difficult to say what you feel
- Movement for calming: cycling downhill, spinning on a swing, swing in different directions climbing, crawling through a tunnel, rolling on flat surface
- Mindfulness
- Yoga
- Walking and running (rhythmic, repetitive, and soothing for the lower brain)
- Trampolining
- Space hoppers
- Climbing

- Cycling – on static or push-bikes
- Use of the outdoor gym
- Wall and chair press-ups
- Pulling on exercise bands
- Weight-bearing activities and resources – blankets, lap-pad or vest
- Moving through the maze or figure of eight
- Dancing

Focused movement activities that aid self-esteem building:

- Sweeping
- Cleaning windows and tables
- Hammering nails
- Banging clay
- Emptying bins
- Collecting the post
- Delivering fruit/collecting lunches
- Litter picking
- Doing errands
- Setting up the lunch tables
- Gardening
- Supporting the keeping of bees
- Supporting the keeping of chickens

Examples of rhythmic and repetitive activities such as:

- Playing percussion
- Listening to music
- Singing
- Sorting
- Masking tape round cardboard tubes
- Colouring
- Cutting and sticking
- Hammering
- Rocking on a chair
- Hole punching
- Sharpening pencils

Examples of fidget/sensory rich manipulatives such as:

- Sensory bracelets
- Wood fidget puzzles
- Stress balls
- Pipe cleaners

- Putty/play dough
- Stretch toys
- Tangle fidgets
- Rice/sand trays
- Poppets
- Bean bags

Examples of soft/tactile items:

- Stuffed toys
- Weighted toys
- Sensory cushions
- Soft blankets
- Neck warmers
- Fluffy gloves
- Soft pillows

Other regulatory objects:

- Bean bag chairs
- Floor mat with pillows
- Colouring books
- Books
- Sensory bottles
- Bubbles to practise breathing
- Lotion with calming scents
- Fish tank/chickens/bees
- Sit and spin
- Den like spaces
- Foot spa

Regulating body temperature for comfort

- Cold: Blankets, duvet, hot water bottles, wheat bags,
- Hot: Ice packs, ice to suck on, ice pops, wet flannels, frozen bag of dry rice

Examples of sensory snacks

- Calming: toffees, hot chocolate, tea, cuppa soup, chewy health bar, foods you have to bite and crunch - crisps, biscuits, cereal, nuts, fruit, raw vegetables chewy foods. Toast, crusty bread, meat (chicken strips), cheese, hot spice, curry, chilli, crisps
- Alerting: crunching on ice, frozen peas, an orange, an apple, celery, citrus drinks, drinking through a straw. Oranges, lemons, mint (sweets), cold drinks, ice (cubes).

- **Comforting food:** Things that are sweet, salty, warm spices, warm drinks, chocolate, iced buns, chips, pasta, pizza, bread and jam, sucking a drink through a straw, milk shakes and smoothies
- **Examples of calming touch:** stroking an animal, ball massage, snuggling on sofa, sitting with head on floor down and feet up against wall, hug a therapy ball, deep pressure through head
- **Examples of alerting touch:** brisk, light tickle, briskly rub skin (loofah) light tickle (feather on skin), play with 'heavy' ball
- **Examples of comforting sound:** listening to music, singing, soft voice
- **Examples of calming visual activities:** read, watch - tv, read stories

Examples of Curriculum Preventative Strategies:

- Engaging with Nature ¬ Forest School ¬ Gardening
- Outdoor and adventurous activity ¬ Climbing ¬ Scootering ¬ Trampolining
- Bespoke Therapeutic Input: ¬ Talking therapy ¬ Play therapy ¬ Drawing and Talking ¬ Lego Therapy ¬ Animal Therapy ¬ Safe and Sound Protocol ¬ Motional program

Appendix 7- Guidance on specific behaviours

Taken from DFE document- Behaviour in Schools Advice for Headteachers and school staff September 2022
More information can be found in our *Anti-Bullying, Safeguarding and Child Protection Policies.*

Child-on-child sexual violence and sexual harassment

111. Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

112. Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Schools should refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

113. Schools should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

114. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing (see paragraphs 124-126 for suspected criminal behaviour).

115. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

116. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

117. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour incidents online

118. The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

119. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance in paragraphs 124-126.

120. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

121. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones

122. Headteachers should decide if mobile phones can be used during the school day. Many pupils, especially as they get older, will have one of their own. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers should consider restricting or prohibiting mobile phones to reduce these risks.

123. If headteachers decide not to impose any restrictions on mobile phones, they should have a clear plan to mitigate the risks of allowing access to phones. This plan, as part of the school's behaviour policy, should outline the approach to mobile phones and be reiterated to all pupils, staff and parents throughout the school year. Headteachers should ensure it is consistently and fairly applied.

Suspected criminal behaviour

124. In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

125. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

126. Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.