

Last reviewed: September 26
Review cycle: Annually
Approved by: Staff & Governors

Rationale

Orston Primary School is committed to helping children and adults achieve more, and operate positive behaviour management strategies to promote the welfare, learning and enjoyment of children. Orston Primary School expects high standards of behaviour and conduct from children staff and parents to ensure the safety and happiness of everybody at the school.

Orston Primary School has written this policy to ensure that best practice and procedures are carried out at the school. This policy complies with the legal requirements of the Early Years Foundation Stage statutory framework.

Aims

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure safety by making boundaries of acceptable/appropriate behaviour clear.
- To create a common sense of direction and feeling of purpose for pupils, staff and parents
- To ensure that our children experience success which can be developed through the National Curriculum and broader curriculum.
- To ensure that our children recognise their own personal development and mental health as a priority.

Objectives

- Expectations of good behaviour are made clear.
- We encourage sociable behaviour by promoting mutual respect.
- Children are encouraged to take responsibility for their own actions and behaviour.
- Positive behaviour is recognised and rewarded both publicly and private (stickers, house points, Awesome Orston assembly mentions, praise).
- A whole school approach is used when dealing with inappropriate behaviour.
- Parents are involved in any support programmes.
- Children are encouraged to report examples of positive behaviour.

- Where appropriate, the support of other agencies, such as Educational Psychologist, Behaviour Support Service and Schools and Families Specialist Support Service is enlisted.

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.

Staff responsibilities:

- To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and exciting.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.

Parents' responsibilities:

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

Whole School Ethos



Strategies for positive encouragement include:

Staff congratulating children

Celebrating achievements with others, either in class or during Awesome Orston Assemblies. Positive feedback to parents (verbal and written via Postcard/email home, for example) House points

Stickers

Presenting good work to the Headteacher or other class teacher

Class / School behaviour management.

It is widely recognised that children have clear and consistent approaches to behaviour they are more likely to also behave in a more consistent manner.

Orston Primary School operates a very clear approach to how we can gather a class back together / larger groups together quickly. The following process is to be used by all staff.

Staff clap a rhythm and children clap the rhythm back.

Alternative for younger children – Staff to sing – “Are you listening?” Children respond “Yes I’m listening”

Coming into school

How the day starts sets the tone for the rest of the day. At Orston Primary School we firmly believe that all children should receive a warm welcome as they enter school. Mrs Crosby will be on duty on the front playground every morning to greet children and parents. In her absence another member of SLT will be present. Each class teacher will be at the classroom door to welcome children into their class. Staff can decide if they want to do handshakes, first pumps, air high 5's etc as they do this.

Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At Orston Primary School we operate the following system.

At the end of the break the bell is rang – all children stop what they are doing and go to line up outside their classroom. The class teacher (or if PPA the staff member covering) will go and collect their class, bringing them into school in an orderly manner.

Encouraging good behaviour

Children's good behaviour is noticed, encouraged and often rewarded. Strategies include:

- Emphasis on encouraging and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
- Promoting respect for individuals by:
 - including their culture and background
 - modelling desired behaviour
 - listening to children and communicating that you have heard what they have said.
- Creating safety, both physical and emotional with clear and consistent use of rules and consequences.

- Raising self-esteem by ensuring pupils experience and recognise their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings are part of the RSHE curriculum and included in assembly themes.

Managing incidents of unacceptable or inappropriate behaviour

We follow the following stepped behaviour code:

1. Non-verbal warning
2. Reminder of expected behaviour
3. Verbal warning
4. Discussion with child with appropriate adult

Break time will only be missed in exceptional circumstances

5. Consequence one issued: 5 minutes missed break time (In exceptional circumstances)
6. Consequence two issued: 10 minutes missed break time (In exceptional circumstances)
7. Consequence three issued: 15 minutes missed break time (In exceptional circumstances)

At any point, a child could move to another classroom and have 'time-out' where they do not face consequences, but can use the time to calm down or consider alternative behaviour choices.

A 'sent out' request could be issued where a child consistently fails to conform to behaviour rules. An incident record within CPOMS should be filled in when a member of staff deals with a behaviour incident.

Managing incidents of unacceptable or inappropriate behaviour from playtimes

School will follow the same guidance as above.

If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school and don't want to be on the playground at lunchtime they can access the cosy corner when agreed with their class teacher.

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](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)

Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise, it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan of action etc?

Managing Behaviour over time:

The Headteacher and SLT monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding House points in recognition of compliance with school expectations, such as completion of homework
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The headteacher's involvement may include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to ELSA to identify possible strategies
- Issuing of consequences such as isolation from break times or lesson times.
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE curriculum.

Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Conclusion

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all of us, Staff, Governors and Parents to ensure that the children of Orston Primary School are educated in a caring, friendly and orderly School. We strive to work together to ensure that we achieve these worthwhile goals.

Appendices

- Paul Dix – Quotes to support our approach to behaviour management
- The Restorative Approach compared to other approaches
- Six stages of a Crisis
- Reframe the Behaviour

It is a consistency routed in kindness, not in the machismo of zero tolerance.

It might be comforting to think that we reach a certain age and suddenly know how to behave. The reality is that there is no such age.

It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school. Without visible consistency from the top, collaborative agreements are just discarded sticky notes at the end of an INSET day.

Token economies, where a credit or merit system is used to reward individuals, can never be consistent. It always rewards the highest achievers or the worst behaved... They do not add anything to behaviour practice that can't be done with a sincere 'well done' or a round of applause from the class.

THE COST OF ADULT EMOTION - When adult behaviour is wobbly there are lots of hidden costs.

The knock-on effect on the workload of others is considerable.

If we don't address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with improvised responses.

You can land a sanction with a hard edge or you can land a sanction with an immediate reminder of the child's previous good behaviour. Done well, with good timing and perfect tone, there is a little magic here:

"It was the rule about ... (lining up/staying on task/bringing military hardware into school) that you broke. You have chosen to ... (move to the back/catch up with your work at lunchtime/ speak to the man from Scotland Yard). Do you remember last week when you ... (arrived on time every day/got that positive note/received the Nobel Prize)? That is who I need to see today ... Thank you for listening.

(Then give the child some 'take up' time.)" ... Save your finest performance for when it has **most impact**: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.

Great policies embed basic expectations with absolute certainty while allowing professionals the autonomy to meet the needs of individuals.

There is a reason why the UK has the highest imprisonment rates in the European Union, and it is the same reason why sticking children in silent detentions or imprisoning them in isolation booths doesn't solve anything...

Damaged children need people, not punishment.

Expecting restorative meetings to be a quick fix. It takes time for pupils to be able to answer questions fully and reflect properly. It takes time to change behaviour. Persist and gradually trust is built, conscience is developed and everyone is more aware of their behaviour.

Punishment doesn't teach better behaviour, restorative conversations do.

WHEN THE ADULTS CHANGE EVERYTHING

But why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.

They don't need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children's names still appear on the board even when they have been rubbed off.

LOOKING UP AT SCHOOL BEHAVIOUR

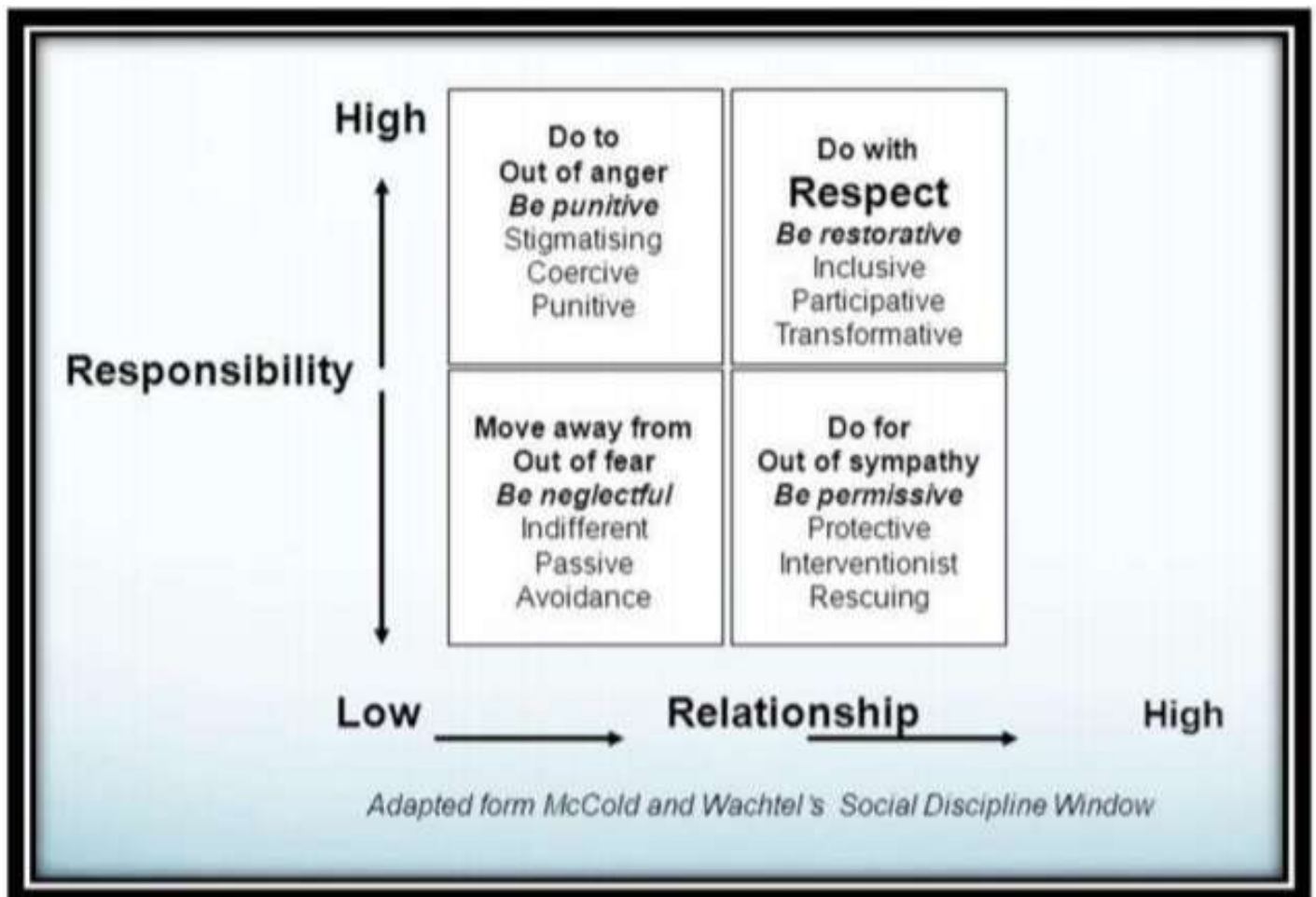
Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.

Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up.

The Restorative Approach compared to other approaches

A useful way of looking at how the restorative approach works in schools is by using the social discipline window below.

The models 4 quadrants identify four sets of attitudes and responses to behaviour.



Six Stages of a Crisis

Stage description	Need for	Behaviours	Positive handling responses
1. Anxiety/Trigger	Diversion, support and reassurance.	Low Level Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.	Low Level Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.
2. Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	Medium Level Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I wont...', 'Go away' etc. May try to run/escape.	Medium Level Continue to use level one strategies + state desired behaviours clearly, offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'.. Give him/her space. Remove audience.
3. Crisis	Possibly for physical intervention.	High Level Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.	High Level Continue to use level 1 and 2 de=escalation responses + make the environment safer, Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use fresh face if needed. Ensure privacy. No unnecessary people present.

Stage description	Need for	Behaviours	Positive handling responses
4. Recovery	Co-ordinated letting go and reassurance.	Recovery behaviours May cry, go into a confined space, curl up into a ball. Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.	Recovery positive handling responses Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5. Depression	Observation, support and monitoring.	After a serious incident people can become depressed, they may not want to interact.	Depression positive handling responses Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6. Follow up	Listening and learning.	Follow up Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	- Listen to views of child - What can be learned from this? - Keep appropriate record of incident and responses - Share reports as appropriate – child's file - Appropriate professionals meet to discuss plan/risk assessment/care and control plan.



RESOURCES FOR TEACHERS

BEHAVIOUR SUPPORT

IS AS MUCH ABOUT

you
AS IT IS ABOUT
them

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BEHIND
THIS →

ANGER

MIGHT
BE →



MY POSITIVE STATEMENTS

I can **CHANGE** my **MINDSET** with my
Words ★

INSTEAD OF:

I GIVE UP

I AM NOT SMART

I WILL FAIL

THIS IS TOO HARD

I AM NOT
GOOD AT THIS

I CAN SAY:

I CAN DO THIS AS LONG AS
I KEEP TRYING

I GROW MY BRAIN BY
LEARNING NEW THINGS

IF I FAIL I WILL KEEP
TRYING TILL I GET IT

EVERYTHING NEEDS
EFFORT

I AM NOT GOOD AT IT YET.
WITH PRACTICE I WILL BE
GREAT

WHOLEHEARTED
COURAGE COACHING



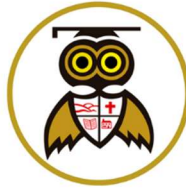
RESOURCES FOR TEACHERS

DE-ESCALATION

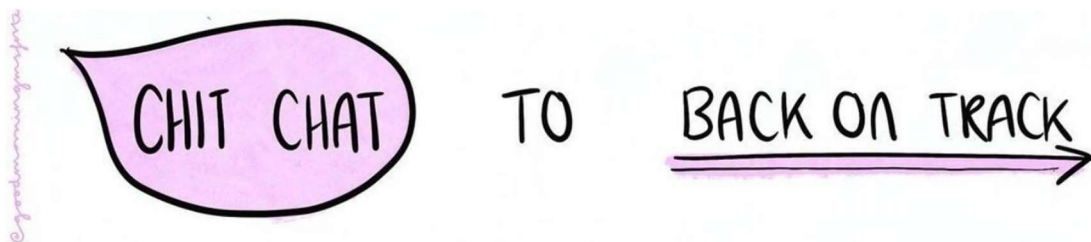
techniques

for defusing meltdowns

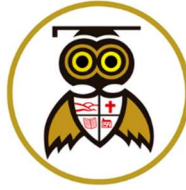
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|---|------------------------------|
| 1. DON'T YELL TO BE HEARD
OVER A SCREAMING CHILD | 2. AVOID MAKING
DEMANDS |
| 3. VALIDATE THEIR
FEELINGS, NOT ACTIONS | 4. DON'T TRY TO
REASON |
| 5. BE AWARE OF YOUR BODY
LANGUAGE | 6. RESPECT PERSONAL
SPACE |
| 7. GET ON YOUR CHILD'S
LEVEL | 8. USE A
DISTRACTION |
| 9. ACKNOWLEDGE YOUR
CHILD'S RIGHT FOR
REFUSAL | 10. REFLECTIVE
LISTENING |
| 11. SILENCE | 12. BE
NON-JUDGEMENTAL |
| 13. ANSWER QUESTIONS +
IGNORE VERBAL AGGRESSION | 14. MOVEMENT BREAK |
| 15. AVOID THE WORD 'NO' | 16. DECREASE
STIMULATION |
| 17. DEEP BREATHING
EXERCISES | 18. CALMING
VISUALS |



RESOURCES FOR TEACHERS



I MIGHT BE...	BECAUSE...	SO...
TALKING TO ANYONE & EVERYONE & GENERALLY LACKING FOCUS.	I AM EXCITED	TRY GIVING THAT CHILD 'AIR TIME' TO EXPRESS THEMSELVES.
TALKING DISCRETELY TO MY PARTNER OR FRIEND. MIGHT SEEM URGENT.	I AM CONFUSED	MORE FORMATIVE ASSESSMENT & DIFFERENTIATION.
CONTINUAL LOW LEVEL TALKING WITH NO OBVIOUS PURPOSE.	I AM NOT ENGAGED	FIND OUT WHAT MOTIVATES THEM!
UNAPOLOGETICALLY TALKING!	I AM TESTING BOUNDARIES	REINFORCE EXPECTATIONS!



RESOURCES FOR TEACHERS

HOW TO RESPOND TO DISRUPTIVE COMMUNICATION

@GOODMORNING@MSFOSTER

RESPONSE → WHY? → SOUND LIKE...

PRIVATELY

If a child is not communicating appropriately, publicising this will only escalate it further as well as damage your relationship.

→ Whisper
→ Eye level
→ Away from others where possible.

CURIOSLY

Although this form of communication is not desirable in the classroom, it is still communication. What is this child trying to tell you? You can use your Trigger checklist for guidance.

'You don't seem yourself, is there something troubling you?'
'Are you on the right path? What obstacles are in your way?'
'Are you ok?'

EMPATHETICALLY

Children want to please you. If their communication tells you differently, something is wrong. Try to focus on that rather than your lesson plan.

→ I want to do anything I can to get you back on your path.
→ I really care about you.
→ I don't want to see you upset.

DIAGNOSTICALLY

Ultimately it is our job to find a solution. Consequences are important but we should search for a solution first. We mark our books diagnostically. We should support our children the same way.

→ Why don't we try moving seats?
→ Let's use a timer and have 5 minutes silent focus time.
→ How about you buddy up with...?