

# **Seymour Primary School**

## **Behaviour Policy**

**September 2021**

**Policy edition: 1**

**Adopted by the LGB: September 2021**

**This policy will be reviewed annually**

## 1. Expectations

As a TKAT school / academy we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are a school / academy that:

- Works together inclusively
- Respects and cares for each other
- Has ambition and is aspirational to all

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, Seymour Primary School will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. Seymour Primary School will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

## 2. Policy Implementation

Staff are responsible for: Implementing Seymour Primary School policy consistently and fairly throughout Seymour Primary School by setting the standards required to promote positive behaviour.

The senior leadership team of Seymour Primary School will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for conducting themselves in-line with Seymour Primary School Policy. This includes in lessons, when moving around Seymour Primary School grounds, representing Seymour Primary School in other activities, and when in the community and wearing Seymour Primary School's uniform.

## 3. Behaviour expectations

Students are expected to observe the following behaviours in Seymour Primary School:

**We aspire:** aim high; work hard to get better; and practise to get better

**We take responsibility:** for our actions; we are kind to all; we are honest

**We show respect:** we listen; we are polite; we show good manners

**We are resilient** - we celebrate our magic mistakes; we know we have to fail so we can succeed; we actively look for ways to improve

Where students follow behaviour expectations, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations, this may lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

## 4. Rewards

At our school we have created an environment where similarities are celebrated; differences are nurtured and valued.

Additionally, children are encouraged and expected to make a positive contribution to school life and community.

In addition to the above, students have further opportunities to be rewarded in Seymour Primary School for good behaviour through a number of avenues:

- i) Awarding a daily Marvellous Me badge for positive behaviour
- ii) Awarding additional Marvellous Me badges for specific reasons such as effort in lessons; displaying and exemplifying the school values; exhibiting good behaviours for learning

- iii) Awarding a weekly class teacher certificate
- iv) Awarding a weekly headteacher's certificate

## 5. Graduated Approach to Support Pupils

Seymour Primary School has a graduated approach to supporting behaviour as detailed below:

- i) Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children.
- ii) Behaviour Support Plans (BSP) are in place for students unable to conform to level 'i' and this involves risk assessment, interventions, adaptations to timetables and curriculum, other external agency involvement, and alike. Pastoral Support Plans (PSP) are used for students at risk of exclusion and this involves risk assessment, target-setting, interventions, adaptations to timetables and curriculum and other external agency involvement. They are reviewed with the parents at regular intervals, usually fortnightly.
- iii) Students and staff have Seymour Primary School wide systems which are in place to ensure good behaviour with imposed sanctions for classrooms and learning and around the wider school / academy campus. These include time out, removal from normal learning to reflect on behaviours, internal exclusions and fixed term exclusions.
- iv) Students with the most significant behaviour profiles are referred to external agencies such as the Learning Behaviour Advisory Team (LBAT), the Community Mental Health Liaison Team (CMHLT), Alternative Provision primary outreach support for consultation and review meetings to support the school to implement relevant intervention, support for the student or any internal or external alternative provision for placements of varying duration dependent on need.

Seymour Primary School runs the following detention systems:

- i) Time out at break times to reflect on behaviour

### Exclusions

In extreme cases of poor behaviour, the school may consider excluding a pupil. Before the school does this, they will consider the implications of the Equality Act 2010. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable\* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

*\* Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.*

**See appendix A for examples of graduated sanctions implemented by the school**

### Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying

will not be tolerated at the academy. Seymour Primary School has a 'zero policy' on bullying incidents and all reported incidents will be dealt with in accordance with Seymour Primary School's bullying policy.

### **Incidents relating to Protected Characteristics**

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, Seymour Primary School will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

All incidents relating to Protected Characteristics will be logged and reported to TKAT Executives and Governors. Please also see the TKAT 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools.

### **Incidents relating to Sexual Harassment and Sexual Abuse**

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), the school / academy starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

### **Drugs**

While the likelihood of any drugs incident occurring is unlikely, Seymour Primary School will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any incidents will be reported to the governors for their consideration. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the school. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally.

It will also be necessary to involve the police and social services.

Confiscation of drugs: Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner, in-line with guidance issued by the Department for Education. The school may carry out searches for drugs in accordance with this policy.

Parental involvement: The school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

### **Weapons/potential items that could cause serious harm**

While the likelihood of a child bringing a weapon into school is unlikely, Seymour Primary School will monitor and deal with any weapons issues promptly and be proactive in trying to prevent any future incidents involving weapons being brought into school.

Any incidents will be reported to the governors for their consideration. Any pupil found to be involved in a weapons related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the school. It will also be necessary to involve the police and social services.

Confiscation of weapons: Any weapon or item that could cause serious harm will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.. The school may carry out searches for weapons in accordance with this policy.

Parental involvement: The school will inform parents/carers when their child has been found to have a weapon but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and with the benefit of legal advice.

### **Use of social media**

There are clear expectations about the use of social media both in and out of school / academy. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school / academy:

- damage to the school or its reputation, even indirectly
- use that may defame school / academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school / academy's behalf
- using school logos or trademarks.

Any misuse of social media will be investigated by the Assistant Headteacher and overseen by the Co Headteachers who are the school's Designated Safeguarding Leads. Alternatively it will be investigated by one of the Co Headteachers and overseen by the other Co Headteacher.

In accordance with the prevent duty, the school / academy uses extensive and effective filtering of the school / academy's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

### **Prohibited items and searches**

Seymour Primary School has the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or

object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

### **Use of reasonable force**

Seymour Primary School will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and Seymour Primary School will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded on CPOMS and in The Bound and Numbered Book including any training that staff have had.

### **The power to discipline beyond the school gate**

The school may apply sanctions at their own discretion for poor behaviour under the four conditions below:

- taking part in any school organised or school related activity
- travelling to or from school
- in some other way identifiable as a pupil at the school.

Even where the three conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This includes bullying and cyber-bullying.

Appendix A - graduated negatives Year 1 to Year 6

0 Positive behaviour	1 Low level behaviour	2	3	4	5	6
<ul style="list-style-type: none"> <li>On task</li> <li>Contributing to the learning</li> <li>Displaying resilience, responsibility and respect</li> </ul>	<ul style="list-style-type: none"> <li>Not following instructions</li> <li>Not listening</li> <li>Off task</li> <li>Calling out</li> <li>Talking over others</li> <li>Low level distraction of others/ disruption of learning</li> </ul>	<p>Repetition of Step 1 low level behaviours</p>	<p>Repetition of Step 1 Behaviours or Step 2</p> <ul style="list-style-type: none"> <li>Continuous disruption of learning or others play</li> <li>Refusal to follow instructions</li> <li>Disrespectful to staff or peers</li> <li>Throwing small equipment inappropriately - e.g at someone</li> <li>Putting themselves at risk of harm</li> </ul>	<p>Escalation of Step 1 or 2 behaviours or persistent disruptive behaviour</p> <ul style="list-style-type: none"> <li>Refusal to come in from playtime/lunchtime</li> <li>Leaving the classroom without permission</li> <li>Physical retaliation*</li> <li>Stealing</li> <li>Intentional hurting</li> <li>Personal insult e.g.</li> </ul>	<p>Continuation of step 1, step 2 or step 3 behaviours</p> <ul style="list-style-type: none"> <li>Swearing directly at an adult or child</li> <li>Abusive, homophobic or racist language</li> <li>Threats to harm and/or intimidation</li> <li>Serious damage to property</li> <li>instigating/causing a fight</li> </ul>	<ul style="list-style-type: none"> <li>Attack on a member of staff</li> <li>Attack on a child</li> <li>Repeated homophobic, racist and abusive language</li> <li>Bringing weapons into school.</li> </ul>
<ul style="list-style-type: none"> <li>non-verbal cues e.g. thumbs up</li> <li>verbal praise in class acknowledging the positive behaviours</li> <li>stickers</li> <li>classteacher reward</li> <li>whole class daily MME sent home (remove names of children who are in red)</li> </ul>	<p>Non Verbal Cues</p> <ul style="list-style-type: none"> <li>eye-contact</li> <li>hand gesture</li> <li>standing near the child</li> </ul> <p>Verbal Cues</p> <ul style="list-style-type: none"> <li>remind whole class of expectation</li> <li>say child's name</li> <li>narrate desired behaviours seen in peers e.g. "Sam has written her title and date."</li> <li>"Peter is reading his book."</li> </ul>	<p>Verbal Warning</p> <ul style="list-style-type: none"> <li>'Name' you have continued to (describe action) you now have to move your name down to 'amber' on the behaviour chart. This is a reminder to make good behaviour choices. If you choose to (describe desired behaviour), you can move back up.</li> </ul> <p><i>A sustained improvement in behaviour has to be seen before a child's name is moved back a step. If the negative is given in session 1 or 2 they will have up until lunchtime to prove they have taken steps to improve. If a negative happens after lunch, they have until the end of the day to prove it. Specific praise must be given for the improvement.</i></p>	<p>Child's name moved to 1st negative mark given</p> <p>'Name' you have continued to/ chosen to (describe action) you now have to move your name down to 'Red' on the behaviour chart. You will miss 3 minutes of your pay</p>	<ul style="list-style-type: none"> <li>Child's name moved to red if not already in it.</li> <li>2nd Negative mark given, recorded on CPOMS/ SIMS.</li> <li>Clear description of the behaviour that has led to negative mark. "Name, you have (state behaviour) that means you will miss 15 minutes of lunch play and your parents will be called."</li> </ul>	<p>Sent to member of SMT</p> <ul style="list-style-type: none"> <li>Remove name from red as the child is no longer in the classroom.</li> <li>3rd negative mark recorded.</li> <li>Call a member of SMT.</li> <li>'Name' you need to go to time out for (describe action).</li> <li>Then you need to (describe desired behaviour).</li> <li>SMT to investigate the incident.</li> <li>SMT to track the number of timeouts a child has each half term.</li> </ul>	<p>Member of SMT called and child removed from class</p> <ul style="list-style-type: none"> <li>SMT to investigate the incident.</li> </ul>
<p>Celebration and praise</p>	<p>Child's name not moved at this point</p>	<p>Child's name moves to amber</p>	<p>3 minutes of reflection time with a teacher at break.</p> <p>Behaviour to be logged on CPOMS by classteacher</p>	<p>Miss 15 mins of lunchtime play with member of SMT</p> <p>Classteacher calls parents</p> <p>*In a conversation about retaliation, acknowledge that the child was provoked.</p>	<p>Internal exclusion for half a day, parents informed and a meeting set with a member of SMT.</p> <p>Playtime spent in internal exclusion with exercise time supervised by member of SMT.</p>	<p>Whole day internal exclusion or possible external exclusion</p>

The Headteachers, and other staff authorised by the Headteachers, may use discretion in applying the above negative based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances. The above list is not exhaustive and the Headteachers can decide on unusual instances of behaviour and where they do not sit within the negative set out in the table

Appendix B - graduated negatives EYFS

0 Positive behaviour	1 Low level behaviour	2	3	4	5	6
<ul style="list-style-type: none"> <li>On task and engaged in play activity</li> <li>Contributing to the learning</li> <li>Listening to adults and following instructions</li> <li>Displaying resilience, responsibility and respect, e.g. taking turns and sharing</li> </ul>	<ul style="list-style-type: none"> <li>Not following instructions</li> <li>Not listening</li> <li>Off task</li> <li>Not engaged in play</li> <li>Calling out</li> <li>Talking over others</li> <li>Low level distraction of others/ disruption of learning or play</li> </ul>	<p>Repetition of Step 1 low level behaviours</p>	<p>Repetition of Step 1 Behaviours or Step 2</p> <ul style="list-style-type: none"> <li>Continuous disruption of learning or others play</li> <li>Refusal to follow instructions</li> <li>Disrespectful to staff or peers</li> <li>Throwing small equipment inappropriately - e.g. at someone</li> <li>Putting themselves at risk of harm</li> </ul>	<ul style="list-style-type: none"> <li>Escalation of Step 1 or 2 behaviours or persistent disruptive behaviour</li> <li>Refusal to come in from playtime/lunchtime</li> <li>Leaving the classroom without permission</li> <li>Physical retaliation</li> <li>Stealing</li> <li>Intentional hurting</li> <li>Personal insult e.g. about how someone looks</li> </ul>	<p>Continuation of step 1, step 2 or step 3 behaviours</p> <ul style="list-style-type: none"> <li>Swearing directly at an adult or child</li> <li>Abusive, homophobic or racist language</li> <li>Threats to harm and/or intimidation</li> <li>Serious damage to property</li> <li>instigating/causing a fight</li> </ul>	<ul style="list-style-type: none"> <li>Attack on a member of staff</li> <li>Attack on a child</li> <li>Repeated homophobic, racist and abusive language</li> <li>Bringing weapons into school.</li> </ul>
<ul style="list-style-type: none"> <li>non-verbal cues e.g. thumbs up</li> <li>showing green choice card</li> <li>verbal praise in class acknowledging the positive behaviours</li> <li>stickers</li> <li>moving child's name onto the rainbow</li> <li>classteacher reward</li> <li>whole class daily MME sent home (remove names of children who are in red)</li> </ul>	<p>Non Verbal Cues</p> <ul style="list-style-type: none"> <li>eye-contact</li> <li>hand gesture</li> <li>standing near the child and modelling desired behaviour</li> </ul> <p>Verbal Cues</p> <ul style="list-style-type: none"> <li>remind whole class of expectation</li> <li>say child's name</li> <li>narrate desired behaviours seen in peers e.g. "Sam is using the bucket to fill the jug"</li> </ul>	<p>Verbal Warning</p> <ul style="list-style-type: none"> <li>'Name' you have continued to (describe action) you now have to move your name moved off the sunshine</li> <li>red choice card shown to child</li> <li>describe desired behaviour you can move back up.</li> </ul>	<ul style="list-style-type: none"> <li>Child's name moved to off the sunshine</li> <li>1st negative mark given</li> <li>Show red choice card and reminder to child to make green choices</li> <li>If you chose to (describe desired behaviour) you can move your name back onto the sunshine</li> </ul>	<ul style="list-style-type: none"> <li>Child's name moved off the sunshine if not already</li> <li>2nd Negative mark given, recorded on CPOMS/ SIMS.</li> <li>Clear description of the behaviour that has led to negative. "Name, you have (state behaviour) that means our parents will be called."</li> </ul>	<p>Member of SMT contacted</p> <ul style="list-style-type: none"> <li>Spend time out of the EYFS</li> <li>3rd negative mark recorded.</li> <li>Call a member of SMT.</li> <li>'Name' you need to go to time out for your RED choice (describe action).</li> <li>Then you need to (describe desired behaviour).</li> <li>SMT to investigate the incident.</li> <li>SMT to track the number of timeouts a child has each half term.</li> </ul>	<p>Member of SMT called and child removed from class</p> <ul style="list-style-type: none"> <li>SMT to investigate the incident.</li> </ul>
<p>Celebration and praise</p>	<p>Child's name not moved off the sunshine at this point</p>	<p>Child's name not moved off the sunshine at this point</p>	<p>Depending on what has happened - child should have time for reflection away from others with a member of staff Behaviour to be logged on CPOMS by classteacher</p>	<p>Miss 15 mins of free flow with an adult Classteacher calls parents</p>	<p>Time out spent with member of SMT and SMT meet with parents</p>	<p>Whole day internal exclusion or possible external exclusion</p>

The Headteachers, and other staff authorised by the Headteachers, may use discretion in applying the above negative based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances. The above list is not exhaustive and the Headteachers can decide on unusual instances of behaviour and where they do not sit within the negative set out in the table

Six recommendations for improving behaviour based on the best available international research (EEF). Several high-quality studies suggest that a shift of focus from managing a child's behaviour towards teaching a child learning behaviours may be beneficial.

<h1>1</h1> <h2>Know and understand your pupils and their influences</h2>  <ul style="list-style-type: none"><li>• Pupil behaviour has multiple influences, some of which teachers can manage directly</li><li>• Understanding a pupil's context will inform effective responses to misbehaviour</li><li>• Every pupil should have a supportive relationship with a member of school staff</li></ul>	<h1>2</h1> <h2>Teach learning behaviours alongside managing misbehaviour</h2>  <ul style="list-style-type: none"><li>• Teaching learning behaviours will reduce the need to manage misbehaviour</li><li>• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning</li><li>• Teachers should encourage pupils to be self-reflective of their own behaviours</li></ul>	<h1>3</h1> <h2>Use classroom management strategies to support good classroom behaviour</h2>  <ul style="list-style-type: none"><li>• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</li><li>• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</li><li>• Reward systems can be effective when part of a broader classroom management strategy</li></ul>	<h1>4</h1> <h2>Use simple approaches as part of your regular routine</h2>  <ul style="list-style-type: none"><li>• Some strategies that don't require complex pedagogical changes have been shown to be promising</li><li>• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour</li><li>• School leaders should ensure the school behaviour policy is clear and consistently applied</li></ul>	<h1>5</h1> <h2>Use targeted approaches to meet the needs of individuals in your school</h2>  <ul style="list-style-type: none"><li>• Universal behaviour systems are unlikely to meet the needs of all your students</li><li>• For pupils with more challenging behaviour, the approach should be adapted to individual needs</li><li>• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs</li></ul>
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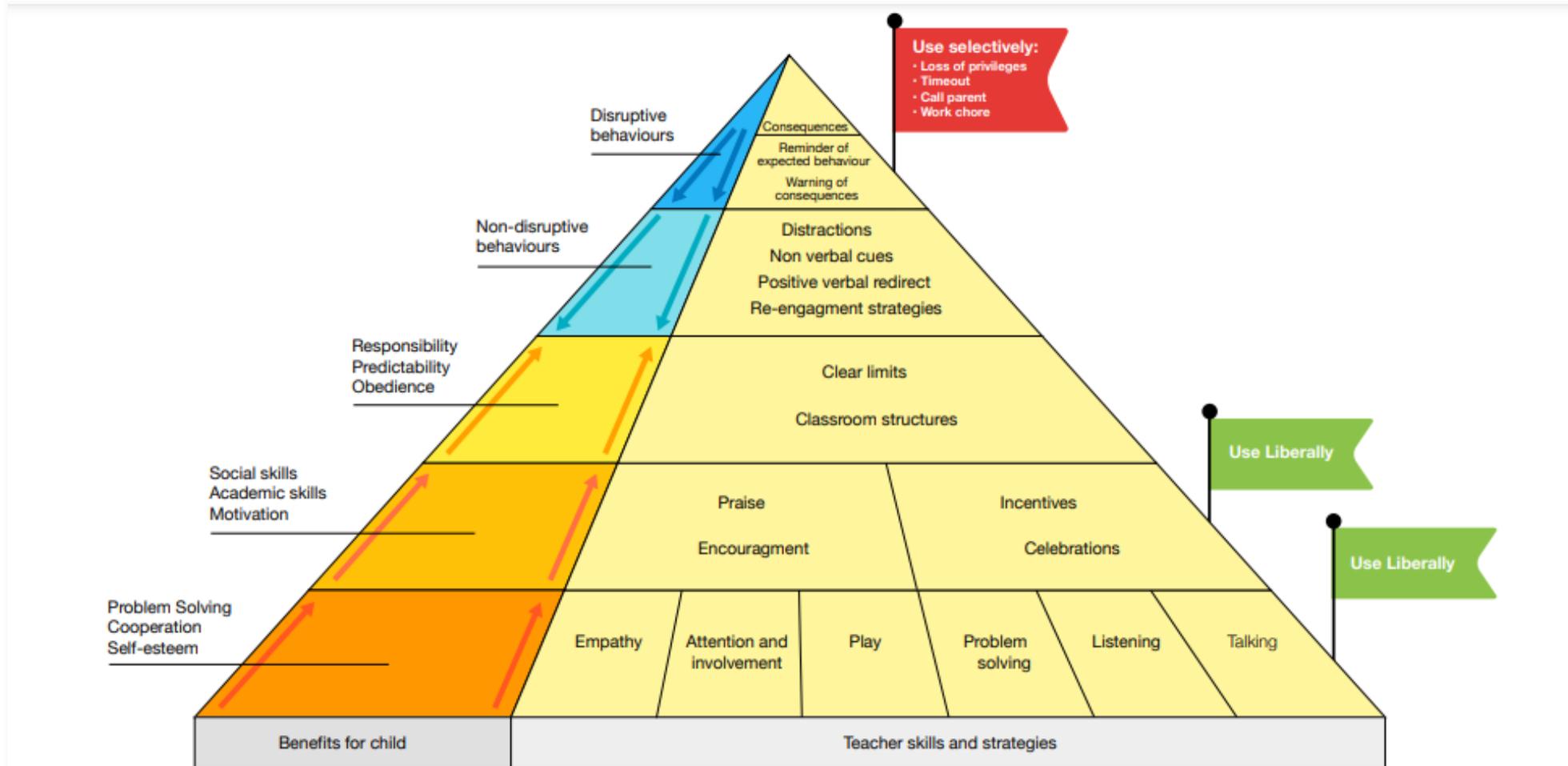
# 6

## Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

# The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes (Facilitator Manual)*, Seattle.

Insist on quiet before you speak. Have a signal for gaining attention.

Use the visual timetable throughout the day, individualise it if necessary.

Create a positive climate - meet the children at the door, say goodbye at the end of the lesson. See 'Suggestions for how to create a positive climate' in BP appendix.

Have routines for when they have finished work or need help - reduce queuing, reduce reliance on teacher to provide next activity - could be displayed on the board, placed on tables.

If the issue can be addressed within the whole class consider a whole class target and reward so that everyone is invested eg. 'Our class target is to share equipment, every time I see this I will put a marble in the jar. When we earn 20 marbles and we can play a parachute game'.

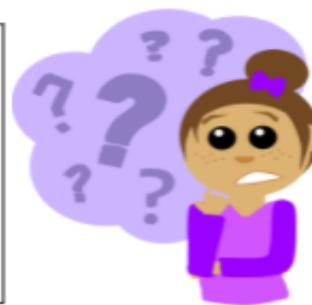
If you are implementing significant strategies for an individual outside of those used for the rest of the class then record this on a Behaviour Plan and ensure it is shared with parents, all staff who work with the child and the Inclusion Team. Review the impact of these strategies regularly.

## Behaviour Support Strategies

Give children small, earned privileges e.g. line leader, first to lunch, special jobs and build self-esteem by letting them know why they have been chosen.

Celebrate external achievements such as earning a Brownie/Scout badge.

Think about times that have been successful with the class/child. What did you do? Why was it successful?



Consider how you are using other adults in the classroom, how can they support behaviour? Keep child on task, check in regularly? Set expectations such as "Get two questions answered and I will be back."

Arrange to meet with the parents, make notes of the meeting.

Use a home/school book to ensure open communication with parents.

Ensure that other staff who work in the classroom are aware of successful strategies for whole class and individuals to ensure consistency.

Use a behaviour log (on Shared Area) to note and identify triggers, actions and consequences. Review the triggers and consider what proactive interventions can be put in place.

Consider a behaviour chart. There are templates on the Shared Area. Personalise these and discuss them with the child. Agree targets and rewards. Ensure that you are consistent.

Keep internal doors shut - be aware that noise from your room can make it difficult for groups in break out spaces.

Brain breaks, sensory breaks, proprioceptive/ resistant work helps to calm ADHD and ASD children e.g. pushing against the wall, chair press-ups.

If children struggle with styles of learning such as working in a group, consider how often you expect them to work in this way.

Consider class room organisation and seating arrangements on the carpet and at desks. Can they see the board? Are they sitting next to a suitable partner? Do they need a space away from others? Do they need to sit at the back out of the slight-line of others?

Ensure that you send home positive comments - stickers, post-it notes. Aim to do this for all children.

Re-arrange tables according to the lesson - what is appropriate in Maths might not be so appropriate in Literacy.

Social stories for teaching children how to react/ behave in a given situation.

Give very specific praise so that the child knows what it was that pleased you - that way they can repeat the behaviours again.

Keep a record of behaviours, ensuring time, place and perceived trigger is recorded. Review these to see if there is a common time of day, place, staff member, subject, lesson.

Use timers to help children understand how much time has passed and how much time is left.

Make sure all the resources are prepared in advance and are easily available.

Prepare the children for changes to routine e.g. the day before PPA. Have a 'What's different today/tomorrow' part of the visual timetable to provide a slot in the day to talk about changes and display on the board.

When moving around the school, select a line leader and a sensible child to go at the back, teacher to walk half way down the line monitoring those in front and behind.

On PPA/ time out of class days, check in on key children and let them know that you are there and interested in how they are doing.

Use 'Now, next, then' cards either with whole class or individually - can be general e.g. Now: Maths, Next: Reading or on a shorter timescale e.g. Now: Write the date and WALT. Next: Complete your DIRT.

Make PPA and supply teachers aware of key individuals and ways of handling them.

Plan how to manage behaviour on trips well in advance - what special arrangements do you need to consider. Involve parents in this. Add this to the risk assessment.

Consider table points and a reward for encouraging key behaviours e.g. good listening, good tidying up.

Ensure the child is able to access the learning e.g. is the level of text used/ displayed appropriate to their reading age? Are they being asked to record in writing when there are alternative ways of recording such as drawing, mind maps, voice recorders.

A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

	Establish	Maintain	Restore (R <sup>3</sup> )
<b>Definition</b>	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection &amp; understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
<b>Practical strategies</b>	Set aside window of time to spend with student  Inquire about student's interests  Communicate positively:  Open ended questions  Affirmations  Reflexive listening  Validation  Reference student info  Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions  Positive notes home  Greet students at the door  Relationship check-in  Random, special activities	R <sup>3</sup> = Reconnect, Repair, Restore  Take responsibility for negative interaction  Deliver an empathy statement  Let go of the previous incident & start fresh  Communicate your care for having the student  Engaging in mutual problem solving

## Supporting behaviours of children with social, emotional or mental health needs.

Universal behaviour systems are unlikely to meet the needs of all pupils. For pupils with more challenging behaviour, the approach should be adapted to individual needs.

Children who may have experienced adverse childhood experiences, trauma or who may have unstable attachments may need their behaviour managed using trauma-sensitive practice. This advises moving away from the language of making good choices, rewards and consequences. This approach is behavioural and relies on the frontal thinking brain weighing up decisions. This part of the brain has been compromised through the stress hormone cortisol in our children with unmet attachment needs and is not fully functional. They can find the language of choice and consequences too punitive and it can therefore become a counter-productive approach.

## What can we use instead of rewards/consequences/the language of making choices? PACE Playfulness, Acceptance, Curiosity and Empathy, created by Dan Hughes, PhD

The only emotion we have in our human toolkit that is stronger than shame is empathy. Dan Hughes, a clinical psychologist,, developed PACE.

### Why use PACE?

**Shame:** Both public praise or sanction in young people can unwittingly trigger shame and feelings of vulnerability. It is important to remember shame driven behaviours are not choices within the young person's control, but spontaneous actions coming from the primal, survival parts of the brain. When corrected for unwanted behaviour the child may react to protect themselves from shame.

Signs children are protecting themselves from shame:

- *Explosive/rage outbursts/'red mist'*
- *'Well I don't even want it' (if something is removed from them)*
- *Going blank/into a bubble/silent (withdrawal)*
- *Living up to their 'shameful' reputation*
- *Reveling in 'being bad'*
- *'You don't love/like me!'*
- *'It's always my fault!'*
- *'I didn't do anything' (protective denial) - even if they know you saw them doing it.*

## What does PACE look and feel like? playfulness, Acceptance, Curiosity and Empathy

### playfulness (with a 'small p' - we can only be playful if the time is right):

This helps the child experience themselves as a good human being. It does not mean you do not take the emotions or the incident seriously. Playfulness can happen in everyday class interactions. It offers a chance of a relationship and de-escalating tension. For instance, making demands into a game to avoid resistance; ***'I know you don't like tidying up, let's put some music on and tidy together.'*** If they cross the line tell them ***'Hey, that's not playful!'*** ***'Let's make a game and see who can tidy away the quickest before the sand runs out...'***

### Acceptance:

Accepting feelings and thoughts of the child, ***'I know it is hard for you when you get angry and we will need to tidy up the stuff you threw, but right now come and sit with me till you feel calmer.'*** Or, ***'I am always here to help you find better ways to cope when you're upset/feeling uncomfortable.'*** Accept the motives for their behaviour. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them. Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint.

### Curiosity:

Wondering out loud what is behind the behaviour through asking questions, ***'You seem upset. I wonder what happened last lesson to make you feel like that?'*** ***'I wonder what just happened at playtime?'*** ***'When you have a feeling like that, what's that about? Let's figure it out.'*** ***'Are there times when you don't feel like that?'*** ***'Let's figure out what just happened'*** and ***'How can I help you with it? It's not you I'm angry with, it's the shouting out, being defiant I'm trying to understand.... can you help me understand... how come you did that?'*** ***'What can I do to help you?'***

Try to discover the core beliefs or underlying emotions that drive the behaviour, **'If so, why do you think that?'** **'Does it seem like that all the time?'**

### **Empathy:**

**'I'm so sorry that happened', 'If you think nobody likes you at school that must be really hard. I get it.'** NB. It's tempting at this stage to try and reassure/minimise or say *'that's not true, plenty of people like you, I like you, Mrs X likes you'* etc. in an attempt to make the child feel better, but please try and avoid doing this. We need to validate what the child is saying to us as a means of starting to build trust as opposed to reinforcing MISTRUST. Also if we minimise the child's emotions, they will not have a chance to process them properly with a trusted adult and the feelings and thoughts will remain and the cycle of mistrust continues.

### **Some examples of using PACE**

#### **'They all hate me!'**

Curiosity: *How come you think that? Does it seem that way all the time?*

*How do you handle that?*

*Is there anyone who can help you with this?*

*Can we figure this out together?*

Empathy: *That must be hard if you think this...*

*How hard it would be if you are feeling like this...*

*I get it now, I'm so sorry you're feeling like this.*

### **Child runs away/out of class**

*It may be that, in the short term, you accept where the child feels safe and you follow them gently and at a distance to that place and sit down somewhere near to them and announce that:*

**"I have just come to be with you, because I can see things are really hard for you right now, and I am here for you when you are ready."**

*If they move further away from you, this is not a sign that they are disrespecting you but they are just continuing to show you that they feel afraid. You could respond:*

**"I can see it is hard to be close to me, I will be here when you are ready."**

### **The child who won't speak to you at all eg head on the desk or at the top of the climbing frame telling you to go away**

**"I wonder if you are feeling [really angry/ really scared/really overwhelmed/ really sad]" or "I don't know if you are feeling really sad or angry or scared and maybe you don't know either, but I can see it is really difficult. I am worried about you and I don't want you to feel alone with these feelings. I will just stay here if that is alright?"**

*If the child tells you it's not ok to stay with them the aim would still be to demonstrate your presence with them. So, you might move further away from them or continue to teach the lesson whilst continuing to let them know that you are holding them in mind. If the child isn't able to recover over the course of the lesson it would be helpful to reconnect with them briefly at the end, reiterating that you feel worried about how they feel.*

### **For the child whose attachment needs make it hard for them to settle and work independently:**

1. Acceptance and empathy: Go to the child and say something like: **I can see this feels too difficult to start right now, and it just feels too much**

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task: ***I'm going to get everyone else started, and then I am going to come back to you"***

3. Return with PACE, using playfulness to acknowledge the big feelings: ***How are those big feelings now, do you think we can get going on this together?***

4. Maintain a level of presence, for example taking turns, letting the child know that you will do one together, and then leave them to do the task independently and you will continue to return to check in with them. This can be subtle across classroom and/or revisiting them. If they are not ready to engage you could go back to step 1.





