BEHAVIOUR POLICY
2023-2024

Seymour Primary School

This policy was adopted on: 1st September 2023

It will be reviewed: July 2024

It was published on the school website on: xxx

It was ratified by Governors on: xxxxx

Chair of Governors	Name: Simon Mitchell Signature: Date:
Headteacher	Names: Carol Collins & Emma Eardley Signature: *Emma Eardley* *C. Collins* Date: 24th July 2023

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Expectations

As a TKAT school we have a shared and common purpose to ensure all pupils, regardless of the 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 that:

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

This policy sets out how we will promote good behaviour in and around the school (conduct) and good learning behaviours. It promotes the qualities of self-discipline and respect; prevents bullying; ensures that pupils complete assigned work, and regulates 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.

Policy Implementation

All staff are responsible for implementing Seymour Primary School Behaviour Policy consistently and fairly throughout the 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 Behaviour 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.

Behaviour expectations

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

Conduct rules:

- Be respectful and kind to everyone (in class, on the playground, online)
- Move around the school in a calm and orderly fashion
- Look after the school property and resources

Behaviour for learning rules:

- Follow instructions
- Work hard and do your best
- Do not distract other children from their learning
- Listen to adults and others
- Don't call out

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.

Seymour Primary School values are:

Curiosity	We question, experiment and explore with relentless curiosity to broaden our minds.
Courage	We challenge and use our passions to make meaningful contributions to our school, community and the world.
Compassion	We care about others, treat them with kindness and have a desire to help people in need.

Rewards

At our school we have created an environment where similarities are celebrated and differences are nurtured and valued. Additionally, children are encouraged and expected to make a positive contribution to school life and community.

Children have opportunities to be rewarded in Seymour Primary School for good behaviour by:

i)   awarding Marvellous Me badges for specific reasons such as effort in lessons; displaying and exemplifying the school values; exhibiting good behaviours for learning

ii)   awarding a series of badges for demonstrating the school values (6 to collect) awarded in the last celebration assembly of each term. ⊞ Values Rewards Record 2023-2024

iii)   postcards being sent home for improved attendance (monitored and sent by the head teachers) at the end of each term.

iv)   postcards being sent home from the head teachers to children displaying exceptional behaviour or effort (class teachers to notify the head teachers). This will be as and when behaviour is identified.

v)   "Golden Ticket" awarded to children who have not received a negative over a half term. There will be a Golden Ticket non-school uniform day end of each term (T1-6) At the end of T6 the Golden Ticket holders will be entered into a draw and 3 lucky winners will be drawn.

vi)   awarding a weekly class teacher certificate to an individual in the class in whole school celebration assembly

vii)   awarding a weekly headteachers' certificate to a child in each key stage and hot chocolate/ice cream treat with headteachers

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) Pastoral and Behaviour Support Plans (PBSP) are used for children 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. 📄 Seymour Pastoral and Behaviour Support Plan

iii) Seymour Primary School has systems in place to promote good behaviour with sanctions for negative behaviour across the whole school setting. These include verbal reminders, time out/ missed playtime, alternative learning provision for a session, internal exclusions and fixed term exclusions.

iv) Children with the most significant behaviour profiles are referred to external agencies such as the Learning Behaviour Advisory Team (LBAT), Thought-Full Team, the Community Mental Health Liaison Team (CMHLT), Educational Psychologist consultation, Alternative Provision primary outreach support for consultation and review meetings to support the school to implement relevant intervention, support for the child or any internal or external alternative provision for placements of varying duration dependent on need.

Seymour Primary School runs the following detention system:

i) Time out at break times supervised by a member of the Senior Leadership Team, where they reflect on their behaviour

ii) Internal exclusion where the child works in the SLT office and has their breaks away from their cohort

Exclusions

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil](#)

In extreme cases of poor behaviour, the school may consider excluding a child. 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 child due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment.

For children with disabilities, whether diagnosed or not, and those children 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.

If a child's behaviour is becoming more extreme and they are becoming more at risk of exclusion, SLT will hold a Team Around the Child meeting:

● in consultation with the teacher and LSA, review recent behaviour incidents looking for patterns and triggers
● to review the school's responses to the behaviour and the behaviour support that has been provided and consider whether reasonable adjustments to policies and practices have been made

- to consider whether there are any further reasonable adjustments needed to support the child's behaviours
- to ensure that outside agency advice has been sought and implemented

The Governing body, TKAT Primary Director and Fair Access will be made aware of any children who are at risk of exclusion.

The school will, as far as possible, avoid permanently excluding any children 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.

- *safeguarding concerns or in local authority care*
- *health and/or disability*
- *economic circumstances*
- *family circumstances and characteristics*
- *educational engagement*
- *involvement in offending and/or anti-social behaviour*
- *experience of abuse and exploitation*
- *missing and absent children and minority populations*

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

Bullying

We define bullying as the use of deliberate hurtful behaviour over a period of time with the intention of hurting another person either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying results in pain and distress and the victim usually can't defend themselves. Bullying will not be tolerated at Seymour Primary School and all reported incidents will be dealt with in accordance with Seymour Primary School's Anti-bullying Policy. 📄 Seymour Anti-bullying policy 2023-2024

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 provided by the Emotional Literacy Support Assistant (Jo Prior) or a TKAT ACE Tutor if the child has one. The support will be 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.

Perpetrators will be 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.

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 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. Children 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 child 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 child 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. 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:

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

Any misuse of social media will be investigated by the SLT 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 uses extensive and effective filtering of the school's network and use of associated electrical devices to ensure we protect staff and children 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 child or their possessions (without their consent) if there are reasonable grounds to believe that the child 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 child 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 children 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 children (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 (an appendix to a Pastoral and Behaviour Support Plan) and share this with the parents. 📄 Seymour Pastoral and Behaviour Support Plan

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 three conditions below:

- taking part in any school organised or school related activity
- travelling to or from school
- in some other way identifiable as a child 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 child, or member of the public
- could adversely affect the reputation of the school.

This includes bullying and cyber-bullying.

Responding to behaviour incidents in school

'Behaviour is a curriculum and children must be taught how to behave' Tom Bennett

Responsibility

Promoting good behaviour in and around the school is everybody's responsibility.
All staff should acknowledge examples of good behaviour they see whilst moving around the school. Equally, if unacceptable behaviour is witnessed by staff other than the class teacher, it

should be addressed in the moment by members of staff who are nearby and the class teacher informed.

Responding to negative learning behaviours

There is always a reason behind the behaviour- 'the purpose may be getting someone's attention, stopping an activity they don't like, or satisfying sensory needs but there is always a reason for it.'

- Staff will establish clear, consistent classroom routines and boundaries. They must give clear behaviour expectations. When managing behaviour and dealing with incidents, staff must communicate in a calm, polite tone of voice whilst still being assertive where necessary.
- When dealing with low level behaviour incidents, staff will highlight children who are following the rules and showing desirable behaviour.
- Children who are not behaving as expected will be reminded of the behaviour expectation.
- Staff will avoid belittling or embarrassing the child.
- Staff will apply the policy consistently and equitably.
- If a child continues to misbehave, Appendix A/B will be implemented.

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. The **PACE** approach will be used for children with challenging behaviour. (See Appendix E).

Behaviour Support

If a child shows repeated poor behaviour/ low level learning behaviours, the class teacher must reflect on what is in place to support the child to change their behaviour as repeated sanctions are clearly not having a positive impact. Reasonable adjustments must be made to support the child to learn good learning behaviours. (See Appendix D).
Teachers and LSAs can consult with the SENCo and SLT for support with behaviour management strategies. Teachers will involve parents at this stage.

Children's behaviour is monitored by SLT via CPOMs. When a child is repeatedly receiving sanctions for poor behaviour and the reasonable adjustments are not improving behaviour, SLT will work to support teachers to implement a Pastoral and Behaviour Support Plan.
📄 Seymour Pastoral and Behaviour Support Plan

Recording behaviour incidents on CPOMS

Behaviour incidents will be recorded on CPOMS. The most relevant categories will be used to name the behaviours.

Conduct Incidents (not learning behaviours) will be recorded using the STAR headings for **Situation** (what was happening at the time of the incident), **Trigger** (what happened just before the behaviour incident), **Action** (behaviour that happened), **Response** (what happened next, adult and child response).

Appendix A - graduated negatives Year 1 to Year 6

Low level behaviour • Not following instructions • Not listening • Off task • Calling out • Talking over others • Low level distraction of others/ disruption of learning	**Repetition of Step 1 low level behaviours**	**Repetition of Step 1 Behaviours or Step 2** • Continuous disruption of learning or others play • Refusal to follow instructions • Disrespectful to staff or peers • Throwing small equipment inappropriately - e.g at someone • Putting themselves at risk of harm	**Escalation of Step 1 or 2 behaviours or persistent disruptive behaviour** • Refusal to come in from playtime/lunchtime • Leaving the classroom without permission • Physical retaliation • Stealing • Intentional hurting • Personal insult e.g., ugly, smelly	**a) Continuation of behaviours child has previously received negatives for** **b) High level behaviour** Swearing directly at an adult or child with abusive intent Abusive, homophobic or racist language Threats to harm and/or intimidation Serious damage to property Instigating/causing a fight	• Attack on a member of staff • Attack on a child • Repeated homophobic, racist and abusive language • Bringing weapons into school.
Non Verbal Cues • eye-contact • hand gesture • standing near the child **Verbal Cues** • remind whole class of expectation • say child's name and remind them of the expected behaviour. • narrate desired behaviours seen in peers e.g. **"Sam has written her title and date." "Peter is reading his book."**	**Verbal Warning** • **'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. *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.*	Child's name moved to RED 1st negative mark given **'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 play**	• Child's name moved to red if not already in it. • 2nd Negative mark given, recorded on CPOMS/ SIMS. • 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."**	**1.** Child works in a nearby class for the rest of that lesson and the whole of the next lesson. **2.** Sent to member of SLT • 3rd negative mark recorded. • Call a member of SLT • 'Name' you need to go to Time Out for (describe action). • Then you need to (describe desired behaviour). • SLT to investigate the incident. • SLT to track the number of timeouts a child has each half term.	**Member of SLT called and child removed from class** • SLT to investigate the incident.
Child's name not moved at this point	**Child's name moves to amber**	3 minutes of reflection time with an adult at 1st break. Send to Time Out at lunchtime with clear instructions that it is for 3 mins. Behaviour to be logged on CPOMS by classteacher/SLT	Miss 15 mins of lunchtime play with member of SLT. Classteacher calls parents	Internal exclusion for half a day, parents informed and a meeting set with a member of SLT. Playtime is spent in internal exclusion with exercise time supervised by members of SLT.	Whole day internal exclusion or possible external exclusion

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

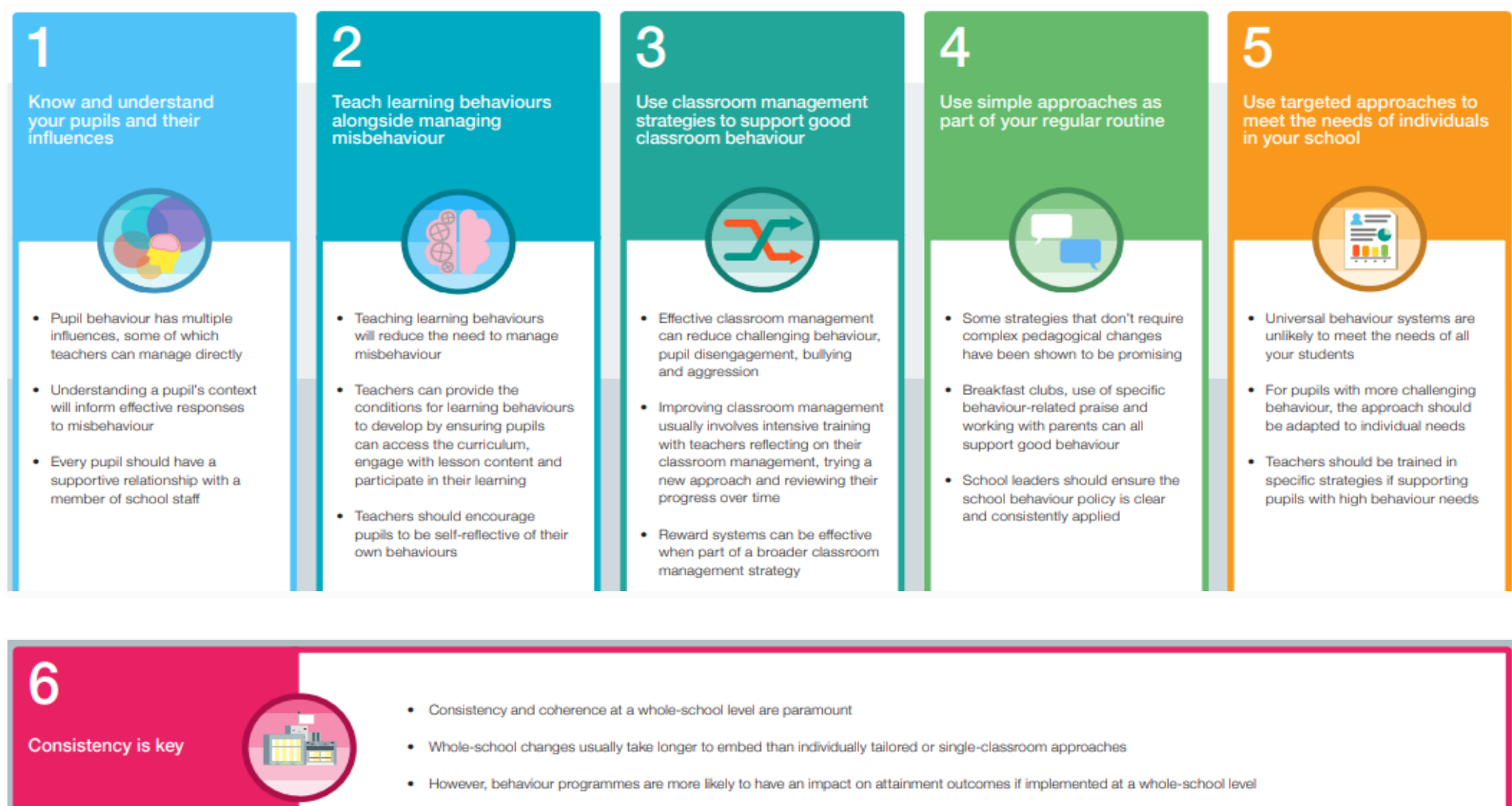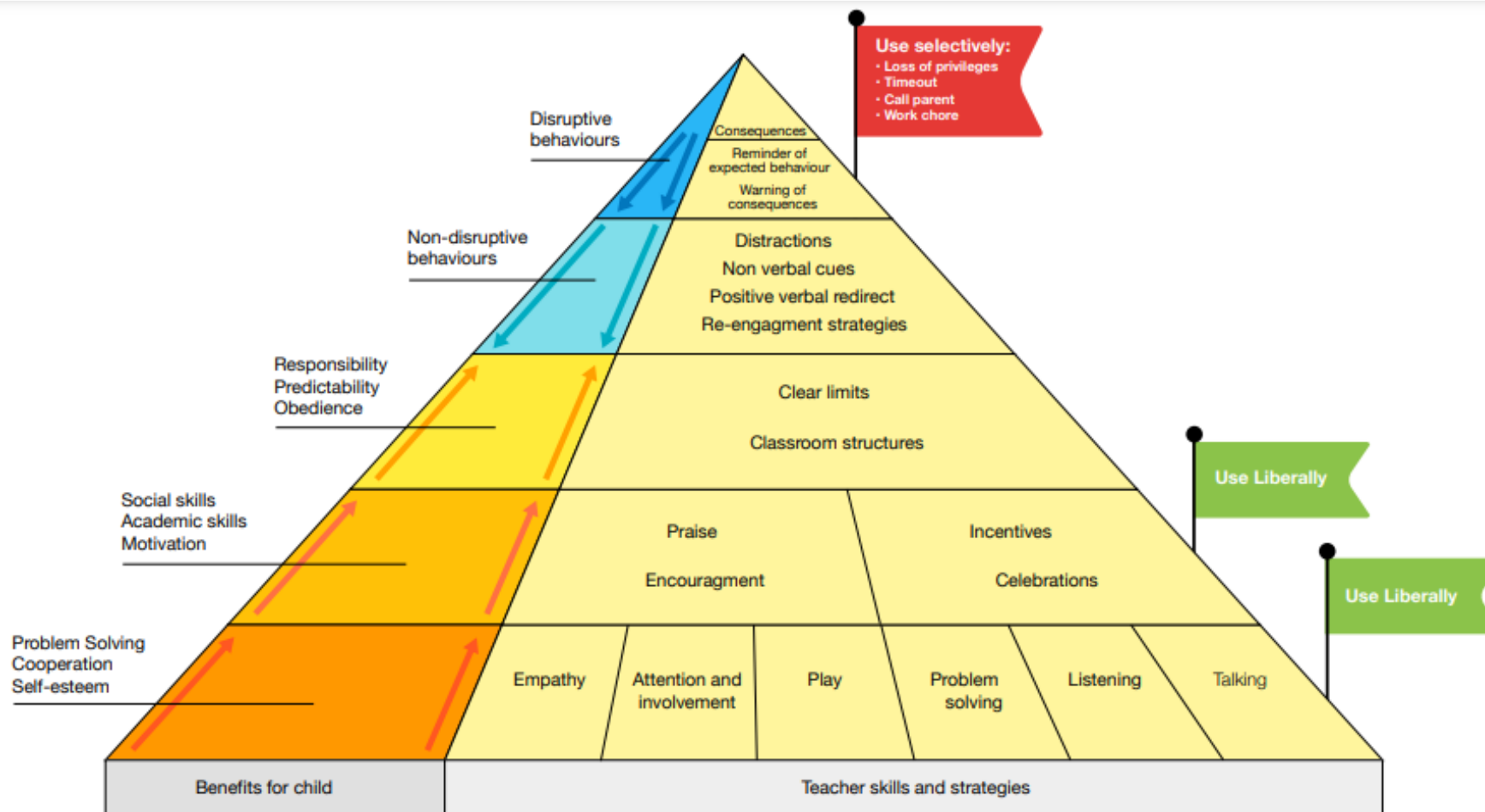|					
Low level behaviour • Not following instructions • Not listening • Off task • Not engaged in play • Calling out • Talking over others • Low level distraction of others/ disruption of learning or play	Repetition of Step 1 low level behaviours	Repetition of Step 1 Behaviours or Step 2 • Continuous disruption of learning or others play • Refusal to follow instructions • Disrespectful to staff or peers • Throwing small equipment inappropriately - e.g at someone • Putting themselves at risk of harm	• Escalation of Step 1 or 2 behaviours or persistent disruptive behaviour • Refusal to come in from playtime/lunchtime • Leaving the classroom without permission • Physical retaliation • Stealing • Intentional hurting • Personal insult e.g. about how someone looks	a). Continuation of behaviours a child has already received negatives b). High level behaviours • Swearing directly at an adult or child • Abusive, homophobic or racist language • Threats to harm and/or intimidation • Serious damage to property • instigating/causing a fight	• **Attack on a member of staff** • **Attack on a child** • **Repeated homophobic, racist and abusive language** • **Bringing weapons into school.**
Non Verbal Cues • eye-contact • hand gesture • standing near the child and modelling desired behaviour **Verbal Cues** • remind whole class of expectation • say child's name • narrate desired behaviours seen in peers e.g. **"Sam is using the bucket to fill the jug"**	**Verbal Warning** • **'Name'** you have continued to **(describe action)** you now have to move your name moved off the sunshine • red choice card shown to child • **describe desired behaviour** you can move back up.	• Child's name moved off the sunshine • 1st negative mark given • Show red choice card and reminder to child to make green choices • If you chose to **(describe desired behaviour)** you can move your name back onto the sunshine	• Child's name moved off the sunshine if not already • 2nd Negative mark given, recorded on CPOMS/ SIMS. • Clear description of the behaviour that has led to negative. "Name, you have (state behaviour) that means our parents will be called."	1. • Spend time out of the EYFS • 3rd negative mark recorded. • 'Name' you need to go to time out for your RED choice (describe action). • Then you need to (describe desired behaviour). **2. Member of SLT contacted** • Call a member of SLT. • SLT to investigate the incident. • SLT to track the number of timeouts a child has each half term.	**Member of SLT called and child removed from class** • SMT to investigate the incident.
Child's name not moved off the sunshine at this point	**Child's name not moved off the sunshine at this point**	**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**	**Miss 15 mins of free flow with an adult** **Classteacher calls parents**	**Time out spent with member of SLT and SLT meet with parents**	**Whole day internal exclusion or possible external exclusion**

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 D 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.

1 Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly

- Understanding a pupil's context will inform effective responses to misbehaviour

- Every pupil should have a supportive relationship with a member of school staff

2 Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour

- 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

- Teachers should encourage pupils to be self-reflective of their own behaviours

3 Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression

- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time

- Reward systems can be effective when part of a broader classroom management strategy

4 Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising

- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour

- School leaders should ensure the school behaviour policy is clear and consistently applied

5 Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students

- For pupils with more challenging behaviour, the approach should be adapted to individual needs

- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

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

Appendix E The Incredible Years Teaching Pyramid®

The Teaching Pyramid

- Use selectively:
  - Loss of privileges
  - Timeout
  - Call parent
  - Work chore

Disruptive behaviours →
- Consequences
- Reminder of expected behaviour
- Warning of consequences

Non-disruptive behaviours →
- Distractions
- Non verbal cues
- Positive verbal redirect
- Re-engagment strategies

Responsibility / Predictability / Obedience →
- Clear limits
- Classroom structures

Use Liberally

Social skills / Academic skills / Motivation →
- Praise
- Encouragment
- Incentives
- Celebrations

Use Liberally

Problem Solving / Cooperation / Self-esteem →
- Empathy
- Attention and involvement
- Play
- Problem solving
- Listening
- Talking

Benefits for child | Teacher skills and strategies

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

Appendix F

Behaviour Support Strategies

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.

Give children small, earnt 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.

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.

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

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.

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

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

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

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

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

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

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.

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.

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

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

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.

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

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 sight-line of others?

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.

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.

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.

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

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

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.

Appendix F

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.