

# Britannia Community Primary School



## Behaviour & Regulation Policy

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Signed by:

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Date: December 2021

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Chair of governors

Date: December 2021

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## Statement of intent

**Britannia Community Primary School** believes that, in order to facilitate teaching and learning, children should be supported to display acceptable behaviours as much as possible and in all aspects of school life.

At Britannia CP School, we seek to promote a happy, caring and secure learning environment through promotion of positive behaviours and Emotion Coaching. We do this through promotion of the SCARF school values and the Britannia Bee expectations (Appendix 1). Every child has the right to learn, and every teacher has the right to teach in a secure and positive environment (see rights and responsibilities- Appendix 2). All staff are responsible for implementing positive behaviour management and apply the principles of Emotion Coaching throughout the school. This applies to all adults, teaching and non-teaching, who work with or come into contact with the children in the school. If a child displays more challenging behaviours, it is the duty of the school staff to support that child, to help them learn how to regulate and understand appropriate emotions. A consequence may occur if appropriate, but there must also be understanding, education and support for future behaviour.

We believe that, in order to facilitate teaching and learning, acceptable behaviour should be encouraged in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging inappropriate behaviours and supporting children to adopt more appropriate responses and strategies.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Supporting children to regulate their emotions.
- Seeing behaviour as a form of communication.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are supported to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

**Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

**Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

**Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils or any pupils causing concern for any SEMH-related difficulties that could affect their behaviour.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

## 2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing individual needs and development of appropriate support to enable children to regulate their emotions and behaviour.
- Establishing the expectations of behaviour by pupils at the school and support teachers in providing additional support to meet individual needs where necessary. This includes working with the Rossendale Inclusion Hub to support children at risk of exclusion.
- Determining the school rules and any associated consequences/ support for children who struggle to regulate their emotions and behaviour.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing individual/ group needs.
- Develop a trauma informed and attachment aware staff culture.
- Provide appropriate training to the staff team to develop skills, knowledge and strategies to support children's individual needs, including Emotion Coaching.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.
- Develop staff awareness of SEMH and liaise with outside agencies where appropriate to provide further support for children.
- Provide professional guidance to colleagues about SEMH difficulties and the links with behaviour.
- Leading on CPD on mental health and behaviour.
- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Understanding that behaviour is communication and providing additional intervention to support children to regulate their emotions and behaviours.
- Application of emotion coaching strategies to support children to understand and regulate their emotions and behaviours.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum. (especially with SEMH related difficulties)
- Recognising individual pupils' changes in behaviour and providing appropriate support and intervention to develop children's ability to emotionally regulate.
- Work alongside colleagues, parents and outside agencies in the development of plans where necessary to ensure a consistent approach.
- Ensure that accurate records are well kept using CPOMS.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy through trauma and attachment informed support and emotion coaching.
- Understand and use emotion coaching principles to support all children.
- Ensure staff understand that behaviour is communication and appropriate support/ appropriate consequences have been provided. Where possible natural consequences should take place- e.g finishing work in playtime, naturally missing an activity etc
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties and children who struggle to regulate emotions.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - SEMH/ behaviour lead.
- As authorised by the headteacher, providing consequences and support for pupils who display difficulties in regulating behaviours and emotions. This responsibility includes

the power to provide support and consequences to pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

Supporting their child in adhering to the school rules.

Informing the school of any changes in circumstances which may affect their child's behaviour.

Working with school to support their child with their emotional regulation needs.

### 3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with consequences or support
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the children, including, but not limited to, the following:



- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

For the purpose of this policy, strategies use to support children to regulate behaviour include, but are not limited to, the following:

- Trauma Informed – Understanding that some children have experienced complex trauma and Adverse Childhood Experiences which may have impacted on their ability to regulate their emotions
- Emotion Coaching- Principles that support children to develop emotional regulation
- Attachment Aware- Understanding that some children have attachment styles due to their past or current circumstances that will impact on their ability to regulate their emotions
- Restorative Conversations- focus on listening to each other, taking responsibility for our actions, doing what we can to repair harm, and moving forward

#### **4. Managing and supporting appropriate behaviour**

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

All staff will keep a record of all reported incidents to help SLT/SEMH lead/behaviour lead/ SENCO/DSL identify pupils whose behaviour may indicate unmet needs or potential emotional wellbeing or mental health concerns.

After an initial incident of negative behaviour, the following consequences may be implemented:

The adults will aim to understand the potential triggers to the behaviour and using emotion coaching strategies will deescalate the situation if at all possible

The pupil may be sent to the headteacher or, in their absence, the most senior member of staff.

The class teacher investigates the incident and decides whether it constitutes unacceptable behaviour.

If the class teacher deems the incident to be unacceptable behaviour, they will record the incident and action taken on CPOMS, as well as on the pupil’s Behaviour Chart if they have one.

Where deemed necessary, the pupil will be moved to a safe space – the team around the child will then decide on the next step. This safe space is not a punishment or sanction,

this is an opportunity to continue to try and deescalate the situation. Following a child being moved to a safe space, a range of strategies will be used to calm the child prior to them returning to the classroom after a debrief (see debrief form- appendix)/emotion coaching discussion. The child may have a consequence- this should be a natural one where possible. The child should also be given an activity to ensure that they are able to follow instructions before being returned to class. Any relationships should be restored as soon as possible.

Where deemed necessary, a member of the SLT will inform the pupil's parents and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following consequences and support may be implemented:

- Children will be supported to regulate their behaviour through specific work on emotions and use of regular emotion coaching where necessary.
- Additional support from outside agencies may be accessed.
- An individual behaviour chart or plan will be created and shared with all staff working with the child and parents.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan/ Positive Handling Plan will be created to outline the necessary provisions in place.
- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion. This will be seen as a last resort.

Following further incidents of unacceptable behaviour, the following consequences may be implemented:

For an exclusion to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other protected characteristics or relevant information.

## **5. Prevention strategies and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future. The school aims to address unmet needs as early as possible and thus approach behaviour from a preventative rather than responsive stance.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour and teaching children to successfully regulate their emotions. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Understanding that behaviour is a form of communication
- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.
- Emotion coaching to support children to regulate their feelings and emotions dependent on children's individual needs.
- Considering how every child can be supported to feel seen, safe, soothed and secure.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing politeness to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

Positive emotional wellbeing and mental health will be promoted through:

- Teaching in health education and PSHE
- Counselling
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support
- Nurture Time
- Interventions

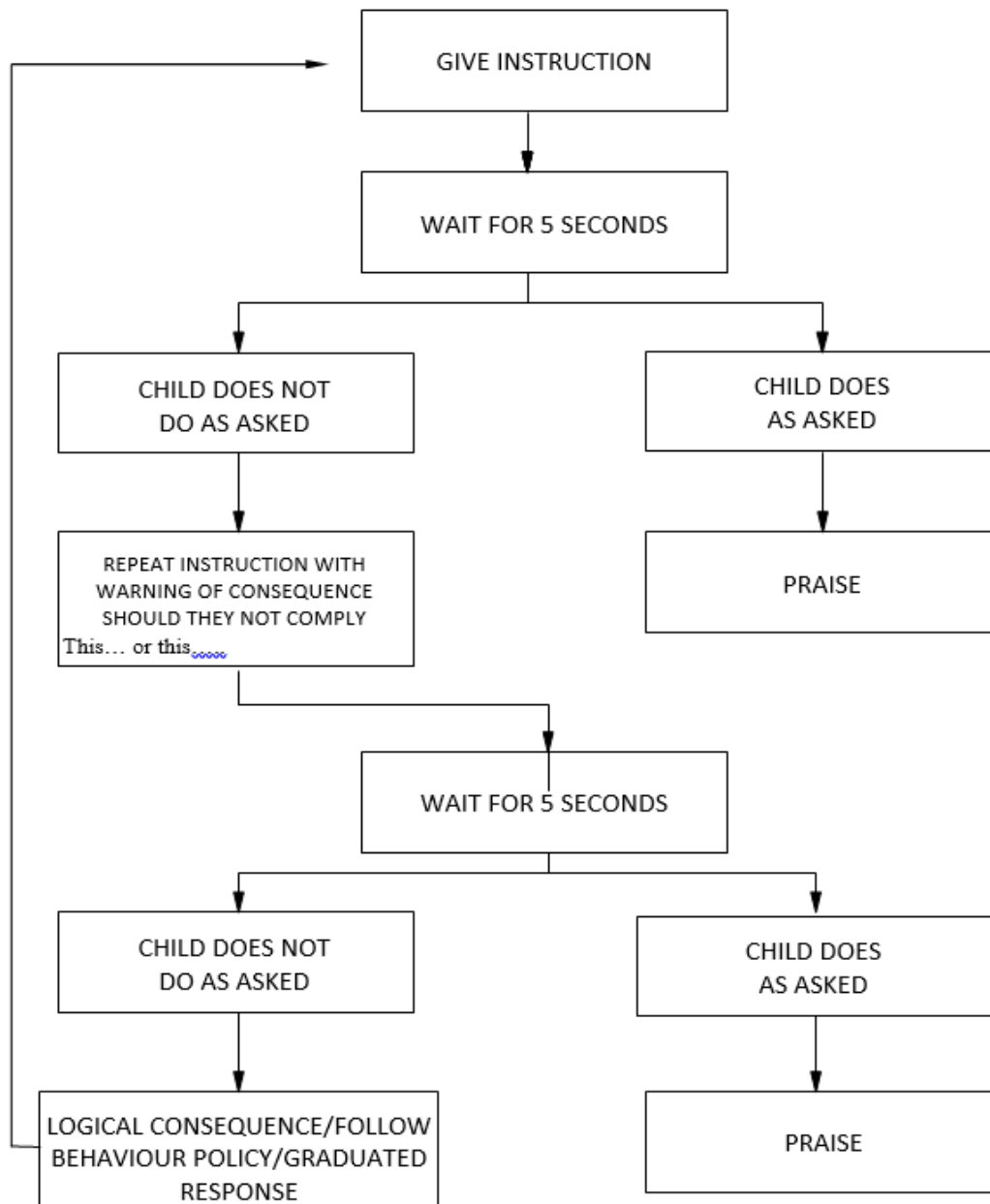
- Emotion coaching and use of restorative techniques
- Adults modelling emotion regulation

Where vulnerable pupils or groups are identified, provision will be made to support and promote their emotional wellbeing and positive mental health. The school's SEMH/SEN/Safeguarding Policy outlines the specific procedures that will be used to assess individual pupils for difficulties that could affect their behaviour.

### **The Classroom Environment**

In order to support children to regulate and understand their emotions, the school understands that a well-structured tidy environment is paramount.

- Teachers employ strategic seating arrangements to provide positive role models to children. They should also ensure that the teacher can see pupils' faces and that they can see the board. Teachers should ensure that they can also move around the room to monitor and support behaviour effectively.
- Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.
- Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.
- Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset and included in their Classroom Rules.
- Teacher's use a compliance plan to support consistency of approach with behaviour management. This can be adapted if necessary for individual needs.



### **Understanding Behaviour**

Where pupils frequently display difficulties in regulating their behaviour and emotions, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A Behaviour Chart or Action Plan/ Positive Handling Plan (where appropriate- see Appendix 7) is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Chart or Plan/ Positive Handling Plan to ensure staff are equipped to deal with instances of more challenging behaviours.

Pupils should be involved in the development of the Behaviour Plan (appendix 1), and parents are invited to contribute to this. It is reviewed regularly by the pupil and their teacher – the plan will be reviewed sooner if it is not effective. Parents are given a copy and the teacher is always available to discuss progress or concerns.

### **De-escalation strategies**

Where individuals struggle to regulate their emotions, staff members will implement de-escalation strategies to diffuse the situation and provide support. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Support to access the safe space in the nurture room.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Using .... behaviour and thank you. Avoid using please as this indicates a choice.
- Ensure that the pupil is clear about what your expectations are.
- Pause..... think..... and apply the emotion coaching model below to support the child to articulate their feelings and thoughts.
- Application of attachment and trauma training.
- Support children using distraction (this could be in the form of a job)
- Provide opportunities for children to move around.
- Give the child time to process your request.

- Provide choices for the child.

#### Emotion Coaching Model- steps

1. Tune in – Be aware of the child's emotions (I wonder why.....)
2. Connect and Teach- Adult sees the child's emotions as an opportunity for intimacy or teaching.
3. Accept and Listen- Adult empathises/ validates the child's emotion.
4. Reflect and Name- Adult helps the child to verbally label the emotion they are feeling and why this possibly is.
5. End with Solutions – Adult supports regulation.

Emotion Coaching is not a quick fix, a soft option on behaviour, a substitute for therapy or something which adds to a person's distress. It is a behaviour management technique based upon a relational approach that build a child's ability to self-regulate their behaviour.

#### **Physical intervention**

Staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical handling will only be used as a last resort and as a method to keep all members of the school community safe. Staff members trained in Team Teach include- N.Longstaff, E.Holmes, R.Rothwell, J.Birch, C.Dawson, C.Lord and Safer Schools trained are C.Nuttall and G.Taylor. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical handling may be appropriate are detailed in the Positive Handling Plans for identified children.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention where a child has been held, the headteacher or member of SLT will be informed and the pupil's parent will be contacted. A Positive Handling Report will be completed and uploaded to CPOMS.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Reflection and debriefing is essential following any behaviour incident to enable both staff and pupil time to evaluate and develop new strategies together. Wherever possible the child should be asked for their feelings using the post incident log.

#### **Safe Space**

The school may decide to move pupils to a separate room away from other pupils for a limited period – this is the use of the nurture space to calm and support children to regulate behaviours. The nurture space will not be used as a sanction or punishment.

Children will access the nurture space to support them to regulate and understand their emotions in an appropriate manner.

The amount of time that a pupil spends in the nurture room will be up to the school to decide. Occasionally, children may need to remain in the safe space for a longer period of time or with another member of staff. This is to support the child in managing their emotions appropriately and completing the relevant work from the staff in school if appropriate catch up is needed. The child will be returned to the class as soon as is possible and when they are calm.

Children should be taught to use the resources in the safe space in an appropriate manner as part of their emotion coaching.

## **6. Sexual abuse and discrimination/ Peer on peer abuse and Harmful Sexual Behaviours**

The school has a zero tolerance approach to all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Consequences and support for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Where there are incidents of harmful sexual behaviour, action will be taken by the school. This will include managing the risk and vulnerability for both the child who has harmed and the child who has been harmed.

## **7. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

## **8. Prohibited items, searching pupils and confiscation**



Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

## **9. Effective classroom management**

Well-managed classrooms are paramount to supporting children to regulate and understand emotions and behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Code of Conduct, which requires pupils to:

- To take good care of school equipment and buildings
- To show respect to my colleagues and to adults
- To be a proud member of Britannia School
- To walk inside the building.
- To listen carefully and speak building.
- To listen carefully and speak quietly.

- To be friendly and helpful.
- To follow the “Britannia Bee” rules at all times.
- To do all my classwork and homework as well as I can.

### **Classroom/ School rules and routines**

The school has an established set of clear, comprehensive and enforceable classroom rules (Britannia Bee Rules) which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any consequences/ support for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the Home School Agreement with their child and sign it on their behalf.

### **Praise and rewards**

**The children at Britannia follow the 7 Britannia Bee Rules below and staff reward the children using the Britannia Bee Badge System. Pupils will be supported to follow these rules at an age appropriate level.**

1. Be kind and respectful
2. Be honest and truthful

3. Be a good listener and learner
4. Be proud of yourself and your school
5. Be positive and aim high
6. Be brave and believe in yourself
7. Be a true friend

Children are involved in making decisions about their movement up the flower each week towards earning their Bee Badge. These rules are built upon three fundamental principles- **follow instructions, always try your best and respect.**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

They define the behaviour that is being rewarded.

The praise is given immediately following the desired behaviour.

The way in which the praise is given is varied.

Praise is related to effort and progress, rather than only to work produced.

Perseverance and independence are encouraged.

Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

**Immediate** – immediately rewarded following good behaviour.

**Consistent** – consistently rewarded to maintain the behaviour.

**Achievable** – keeping rewards achievable to maintain attention and motivation.

**Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

Teachers may implement different types rewards as they see fit with approval from the headteacher; as long as they do not take up a disproportionate amount of curriculum time and as long as they have a positive effect on behaviour. As a general rule, the following rewards are used:

- House Points and stickers
- Certificates

- Free time
- Positions of responsibility, e.g. prefect
- Class celebrations
- Star of the week
- Goldbook
- Recognition Boards
- Notes Home
- Extra breaktime
- Bee Badges

There are various rewards in place to reward children for following school rules for their work and behaviour – see the appendix for details.

## **10. Behaviour off school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can address behaviour concerns outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also address behaviour concerns off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy: Pupils.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **11. Monitoring and review**

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is December 2022.

# Behaviour Plan

## Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



To improve my behaviour, I can:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



When I am struggling with my behaviour, you can help me by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



These are the consequences if I don't meet my goals:

---

---

---



These are the rewards if I meet my goals:



---



---



---

My contract will be reviewed on: date

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

**ABC model example sheet- the answers to these questions should be logged on CPOMS.**

<b>Name of pupil:</b>		<b>Year group:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Location of observation:</b>		<b>Name of staff member:</b>	

<b>Before the incident: what led to the behaviour?</b>
<b>During the incident: what did the pupil do?</b>
<b>After the incident: what were the consequences of this behaviour?</b>

<b>Additional comments</b>



## Behaviour Management Observations Review Form

Name of pupil:		Year group:	
Name of key worker:		Date:	

**Do there appear to be any patterns triggering the pupil's behaviour?**

--

**Are our existing management systems effective?**

--

**What achievable targets could we implement for the pupil to work towards?**

--

**What are the pupil's strengths?**

--

**What strategies could we implement to help the pupil achieve their targets?**

--

**Additional comments**

--

**SCARF**

**SAFETY**

**CARING**

**ACHIEVEMENT**

**RESILIENCE**

**FRIENDSHIP**

**Be kind and respectful**

**Be honest and truthful**

**Be a good listener and learner**

**Be proud of yourself and your  
school**

**Be positive and aim high**

**Be brave and believe in  
yourself**

**Be a true friend**



Appendix 4 –

<p>We have the right to be safe... so</p> <p><b><u>Follow instructions.</u></b></p>	<p><b><u>In Class..</u></b></p> <p>We do not hurt anyone</p> <p>We use our classroom equipment and furniture sensibly</p> <p>We keep all of the 4 chair legs on the floor</p> <p>We move around carefully</p> <p>We keep everything in its place</p>	<p><b><u>On the yard..</u></b></p> <p>We do not hurt anyone</p> <p>We line up sensibly, giving everyone enough space in the line</p> <p>We use and carry equipment sensibly</p>	<p><b><u>In the dining room...</u></b></p> <p>We do not hurt anyone</p> <p>We sit on our chairs with all 4 chair legs on the floor</p> <p>When we are told to line up, we do it smartly and sensibly</p> <p>We carry our plates with both hands and we look where we are going</p>	<p><b><u>Around School..</u></b></p> <p>We do not hurt anyone</p> <p>We walk on the left of the corridor</p> <p>We walk at a sensible pace</p> <p>We hang coats and bags on hooks</p> <p>We put our lunchboxes in the box</p> <p>If we are carrying equipment or furniture, we take care to look where we are going</p>	<p><b><u>In the toilets...</u></b></p> <p>We do not hurt anyone</p> <p>We always ask if we need to go to the toilet</p> <p>We wash our hands</p>
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<p>We have the right to be happy...so</p> <p><b><u>Respect for all.</u></b></p>	<p>We listen to others and respect their ideas and opinions</p> <p>We look after our own property and other peoples' property</p> <p>We do as we are asked, first time</p> <p>We follow class routines and rules</p> <p>We use good manners</p> <p>We use appropriate language</p> <p>We share and cooperate with other</p>	<p>We respect other people and their space</p> <p>We choose an activity or chat to a friend</p> <p>We share equipment</p>	<p>We use good table manners:</p> <p>-we hold our knife and fork properly</p> <p>-we eat with our mouths closed</p> <p>-we don't touch other peoples' food</p> <p>-we eat our lunch</p> <p>-we take our litter home or clean our plate</p> <p>-we talk to the people close to us</p> <p>We put our hand up if we need help</p>	<p><b><u>We open doors carefully</u></b></p> <p>We use good manners to everyone</p> <p>We hold the doors open for the person behind us</p> <p>We 'give way' to people coming towards us</p> <p>We respect the resources and displays around our school</p>	<p>We use the toilet properly</p> <p>We flush the toilet when we have finished</p> <p>We use the toilet and then leave</p> <p>We respect other people and their privacy</p>
<p>We have the right to learn... So</p> <p><b><u>Always try your best.</u></b></p>	<p>We listen to other people</p> <p>We share</p> <p>We take turns</p> <p>We try our best</p>	<p>We look after equipment</p> <p>We help other children</p>	<p>We help other children</p>	<p>We are in the right place at the right time</p>	<p>We take turns</p> <p>We go to the toilet at the right time</p>

## Appendix 7

### e.g. - Individual Behaviour Plan/Positive Handling Plan

<u>Medical:</u>  <u>Other:</u> Q-ASD	<u>Triggers</u> •	<u>Behaviours</u> •
	<u>Avoid</u>	<u>Praise Points</u> •
<u>Positive Handling Strategies:</u> 		
<u>Debriefing:</u>		
<u>This plan was agreed by:</u> <u>Staff:</u> <u>Parent/Carer</u>		<u>Child:</u>

- **Electronic copy can be found on the teachers' server at school.**

### Consequences and Support

<b>Staff Action</b>	<b>Behaviour</b>	<b>Consequence</b>	<b>Recorded</b>
<b>Verbal warnings</b>  <b>De-escalation techniques used</b>	<b>Talking in class, annoying someone, being off task, interrupting teaching and learning time</b>  <b>Low level behaviour</b>	<b>Reflection time can be offered to give the child the opportunity to prevent further sanctions being needed, or a child can be asked to go to a specific place to reflect on poor behaviour.</b>  <b>Pupil given a warning and emotion coaching.</b>	
<b>Loss of break time</b>  <b>De-escalation techniques used</b>	<b>Continuation of above behaviours or ignoring a direct instruction using unkind names</b>  <b>Low level physical behaviour</b> <b>Being rude to an adult</b>	<b>The staff members ensure that appropriate supervision is provided for the child under this circumstance. Pupil misses the next playtime or 15 minutes of lunchtime . Once completed they move back onto the fresh start on the class chart. Emotion coaching and natural consequences where possible.</b>	
<b>Serious Incident Sent to KS leader/SLT</b>	<b>Continuation of above or medium level behaviours</b>	<b>KS leader/SLT ensure the pupil is supervised.</b> <b>Pupil and member of SLT/KS leader have a “Time to think” discussion and agree next steps.</b> <b>Safe Space</b> <b>Individual behaviour/Positive Handling Plan. Behaviour chart.</b>	<b>CPOMS</b>
<b>Teacher must arrange to meet with parents to discuss the behaviour in person or on phone.</b>	<b>High level physical behaviour or</b> <b>Serious incident or</b> <b>Racist or homophobic behaviour</b>	<b>Pupil is spoken to by the Headteacher or a member of SLT about their behaviour choices.</b>	<b>Teacher to complete CPOMS This gets passed to HT or DHT within 24 hours.</b>
<b>Severe Incident Must be reported to SLT immediately.</b>	<b>Causing significant intentional harm to a member of staff, another child or themselves.</b> <b>Deliberate destruction of property. Leaving school premises.</b>	<b>Fixed Term, Permanent or an internal exclusion may be considered by SLT. Parent must be contacted.</b> <b>Time out of class (internal exclusion) is arranged either with SLT or available member(s) of staff for one school day. No participation in school trips or clubs for 5 school days. Child to miss two days of playtimes &amp; lunchtimes. Fixed Term Exclusion</b> <b>Permanent Exclusion</b>	<b>Teacher or SLT to verbally inform parent</b> <b>Teacher to complete CPOMS SLT informed</b>

SLT will decide whether incident is serious or severe.

Children who commit a serious incident will have a sanction decided in collaboration with SLT and classteacher.

Children who commit a severe incident will have a sanction determined by SLT.

### Rewards And Praise

<b>Action</b>	<b>for</b>	<b>Child will get</b>	<b>Celebrated in</b>	<b>When?</b>	<b>How many?</b>
"House point"	Excellent effort in work, or positive attitude.	1 HOUSE POINT	In class	Daily	/
Note home Stickers Recognition board  Dojo points in some classes.	Excellent work or attitude. Following the rules	A note home Sticker Name moved on recognition board	Class	As and when	/
House Point termly winners.	Earning the most house points through the term	Win voted activity afternoon.	Assembly	Termly	
Star of the Week	Exceptional social and/or learning behaviour	Star of the week award in assembly.	Assembly	Weekly	1 per week each class
Move up the Britannia Bee board	Following the Britannia Bee rules	A move up to the top of the board. When the child reaches the top they will receive their Britannia Bee	In class and then assembly	Move in class Bee badges in assembly	1 move per week until badge has been earned.
Behaviour points (5 each week)	Following the Bee rules	5 points per week/ colour (EYFS and Year 1 each week) At the end of the term behaviour certificates- gold, silver and bronze awarded.	In class then in a termly assembly	Discussed each week in class.	5 points per week.
Visit to the Head Teacher	Significant work effort or achievement	Note from the headteacher Prize from the head/ special sticker.	Class	As appropriate	As appropriate
Gold Book	Significant achievement in behaviour, progress or work and attitude.	Entered into the Gold Book	In assembly	Monthly (9 months per year)	Gold Book Certificate.
Class Attendance	Highest weekly attendance	Earns 5 pound per week and gets to spend the money on an item of their choice.	Termly	Termly Friday assembly for class	Whole class and individuals at end of year.
Bee Badge	For good conduct around school / listening/ respecting others and following our learning behaviours	Their name gets entered into the Bee book and they get awarded a coloured bee to wear on their jumper	Assembly	As appropriate	

Children also get awarded weekly Mathematics certificates and timetable Rockstar certificates

In English children get awarded book worm badges and reading stars for completing reading challenges.

Artist of the term – gallery winners. This award is celebrated in Gold Book assembly each term.

At the end of the year, children are also selected for Annual Awards for courtesy, effort, achievement, sportsperson, writing award, attendance awards. This takes place in a special awards leavers' ceremony.



**Britannia**

**Post Incident Learning**

**What happened? (The young person's view)**

**What happened? (The adult's view)**

**How did this make you feel?**

**What can we change or do differently next time you feel that way?**

Child's name .....

Signature .....

Adult's name .....

Signature .....

Incident date .....

Incident time .....

# **Post Incident Learning**

## **Aide Memoire**

### **1. Explore what happened from the child's point of view first**

(they're not going to listen, anyway, if you don't allow them their voice first)

Positive listening, no interrupting! Pupils will sometimes tell blatant lies during this stage, or use it as an opportunity to blame others. It is difficult to remain quiet and non-judgmental, but it is a necessary step.

### **2. Share the Staff View**

(your turn, but still no blaming/finger wagging!)

'we were concerned about your safety and felt that we needed to move you to somewhere safe'

'when you shout in class, it makes it very difficult for others to work'

'I have a responsibility to keep other pupils safe, and although I understand why you were angry, I couldn't allow you to throw...'

### **3. Connect, not about blaming, it is about how feelings affect behaviour**

(remember, it is feelings that drive behaviour in the 'conflict cycle')

'I understand that you were upset and that made you angry...'

### **4. Explore and Plan alternative strategies**

Frame it such that it feels like it was their idea – 'Good idea, Peter. So in future...'

Share what has been agreed with other staff to avoid inconsistency.

Update risk assessments accordingly.

