



## CALCOT INFANT AND JUNIOR SCHOOLS

### Behaviour Policy

#### Document Control

Adopted, Adopted and Adapted Or Schools own:	Schools Own
Annual/Bi-annual	2 years
Responsible Committee:	Curriculum
Ratified by Full Governors:	October 2019 (cttee)
Review Due:	October 2021
Chair of Governors Signature Mr Mark Hazelton:	<i>M. Hazelton</i>

#### Change History

Version	Date	Amendment Or No Change
Version 1	May 2014	No Change
Version 1	May 2015	No Change
Version 2	September 2017	Slight amendments
Version 3	October 2019	Significant changes

#### Website History

Version	Date on website
Version 1	19.11.14
Version 1	Dec 2016

## Calcot Schools Behaviour Policy

### ***Behaviour Policy Updated October 2019***

***At Calcot schools we adopt a 'Therapeutic Thinking' approach to behaviour which prioritises the prosocial experiences and feelings of everyone within the dynamic. In order for effective teaching and learning to take place everyone in school needs to be valued and feel happy and this leads to prosocial behaviour.***

The Governing Body accepts this principle and seeks to .....

### **AIMS**

To create and contribute to an effective and secure learning environment, where everyone feels valued, respected and safe

To encourage and provide opportunities for all children to take ownership of and responsibility for their own actions

To provide a framework that consistently enables all children to develop a love of learning and school life.

To clearly communicate our expectations of behaviour at work, play and in our local community

To develop an effective partnership with parents and carers that ensures a shared responsibility in the implementation and achievement of these aims.

### **SCHOOL ETHOS**

**We know that the creation and maintenance of an excellent ethos is integral to high quality prosocial behaviour and happy children.**

**We will**

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- ensure everyone at Calcot follows the 'therapeutic thinking' approach so that there is consistency in how both prosocial and antisocial behaviours are managed;
- show appreciation of the efforts and contributions of all.

## **ROLE OF ADULTS**

### **We will ensure that we**

- use positive language and clear body language
- talk politely with each other, especially when asking for things or making requests
- adopt a calm approach/supportive attitude when communicating with each other
- talk and listen with respect at all times
- ensure consideration when teaching and learning is taking place
- have high expectations that are clear and consistently applied
- use the therapeutic thinking strategies to sustain prosocial behaviour and ensure that all staff are trained appropriately (and that pupils are made aware of strategies employed)
- Use de-escalation and scripted language to help manage antisocial behaviour
- Implement appropriate protective and educational consequences following antisocial behaviour.
- take account of children's social and emotional needs and adapt how we (as adults) manage these to ensure equity rather than equality
- value and respond to every individual within our school irrespective of colour, race, religion, gender, sexual orientation or background
- Use rewards to acknowledge prosocial behaviour and avoid bribery

## **THE CURRICULUM AND LEARNING**

### **We ensure and plan for outstanding behaviour and ethos through the delivery of our curriculum by**

- delivering and interesting and engaging curriculum which is regularly reviewed
- making all lessons accessible to all learners and include challenge for all
- providing interactive and varied lessons using different teaching styles to motivate and engage all pupils
- modelling and promoting independent learning
- quality marking and valuing children's work

### **We expect the pupils to**

- try their best
- be independent by knowing where to find support
- know what their next steps are
- respect each other by allowing everyone to learn and by being accepting of all abilities and efforts

## **CLASSROOM MANAGEMENT**

**We ensure and plan for outstanding behaviour and ethos through the management of our classrooms and the wider school environment by**

- the provision of engaging teaching and activities
- using positive language, giving limited choices; ensuring a clear understanding of any possible consequences
- ensuring all children are treated fairly and with equity in mind (some children may need alternative or additional support/arrangements to meet their individual needs)
- providing positive role models
- ensuring all children feel safe, valued and that all opinions are respected
- providing timely and informative feedback for class work and homework

**We will provide an effective learning environment by**

- ensuring the learning area is welcoming, tidy and looked after
- ensuring all displays are child friendly and resources are relevant, accessible and up to date
- ensuring classes are organised to promote independence, personal initiative and effective learning eg labelling, easy access etc
- providing a clear structure to the day with clear routines and transitions between tasks
- ensuring our classroom furniture is organised to promote and facilitate on task behaviours
- ensuring the individual needs of our children are met by providing 'small garden' spaces to work or restorative work to take place. These may include additional resources to aid this e.g. sand timers, sensory resources, emotion thermometers.

## **COMMUNICATION AND PARENTAL PARTNERSHIP**

**In order for communication and relationships with parents and carers to contribute to outstanding behaviour and ethos all staff will keep parents informed through**

- target cards
- SAP meetings.
- curriculum letters
- updated websites
- parent consultations
- weekly newsletters
- parent mail

**have open and accessible communication through**

- presence in the playground
- teachers on duty at doors in the morning and end of the day
- availability of office staff
- quick response to any enquiry or concern
- making (mutually convenient) time to meet and talk to parents

**show mutual respect through**

- understanding and explanation of expectations
- availability of staff
- shared knowledge and regular discussions
- positive and calm language

**have a consistency of approach from all by**

- availability of office staff who are professional, confidential, welcoming and understanding
- employing a caretaker who is welcoming, positive and committed to maintaining the school to the highest possible standards
- employing lunch staff and maintenance staff who are invested in our approach and adopt 'therapeutic thinking'
- ensuring our governors have a good knowledge of the school and our approach

**we would ask that parents and carers**

- show mutual respect
- make time to read communications and approach staff immediately if they need further clarification or need any support
- have open dialogue with staff
- support our consistent approach
- support homework policies
- inform us as quickly as possible of any concerns or worries

**OUR PUPILS****We expect our pupils to contribute to outstanding behaviour and ethos by**

- adhering to our 3Rs (responsibility, respect and ready) and encouraging others to do so
- being part of a school council process that looks at prosocial behaviour and seeks way to improve it if required
- older children demonstrating mature behaviour and acting as pupil role models
- being playground buddies for others who find such times more difficult
- be self reflective (with adult support if appropriate) and able to discuss their behaviour, considering alternative ways to overcome anger, distress, conflict
- taking up opportunities to hold responsibilities – E.g. register monitors, ICT team, house captains etc
- becoming involved in praising/recognising good behaviour in others
- learning how to play safely

**The school will**

- provide pupils with a 'voice' to express their concerns (school council, governor meetings, PSHE lessons, ELSA etc)
- provide opportunities for pupils to improve their behaviour through responsibilities, rewards, modelling behaviour, extra support etc
- involve children in the formation and reviewing of this policy
- involve children in reviewing and discussing the 3 R rules
- provide opportunities for children to work with lunchtime supervisors in the development and maintenance of lunchtime routines and opportunities

## **RULES AND PROCEDURES**

The rules that we adopt in class, in the school environment and in society are:

- Be Ready
- Be Responsible
- Be Respectful

These are used to make clear to the children how they can achieve acceptable standards of behaviour. We encourage the children to refer to these within their daily lives.

Rules and procedures should:

- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member has responsibilities towards the success of the school

## **REWARDS**

Our emphasis is on rewards to acknowledge and reinforce good learning behaviours and prosocial behaviour. We believe that rewards on a private and personal level have a motivational role, helping children to see that prosocial behaviour is valued. We do not bribe children at Calcot Schools as this does not help develop internal/intrinsic behaviours.

**Some of our rewards are consistent from F1 to Year 6. These include**

- Praise – verbal or written
- Stickers on child or on work
- Being sent to another member of staff to share good work etc
- Friday Celebration Assemblies – certificates, Manners Awards, Owl Badges, Attendance Awards etc
- Postcards sent in the post
- Positive Post Its

**Other rewards might reflect the age of the children. These include**

- Personal stickers – 'ask me what I've done'
- Smiley faces
- King and Queen of tidying up
- Cuddly toy that is sent home for the weekend
- Star of the Day
- House Points
- Celebration Tea with Headteacher (Juniors for reaching platinum in the house point system.)

**Other rewards might be used for a designated time and for a particular reason**

- In it to win its (Manners Week)
- Sporting stickers/certificates (Sports Week)
- Team table stars
- Marbles in a jar
- Behaviour charts (individual pupils)

### **Sanctions**

We do not at Calcot Schools use any form of humiliation. These include

- Writing names on a board
- Putting happy/sad faces on the board
- Using behavioural charts
- Using traffic lights systems that require children to move their names up/down
- Sitting in isolation from others

### **Consequences**

Rewards are central to the acknowledgement of prosocial behaviour. If and when antisocial behaviour (both conscious and subconscious) is demonstrated we will implement either/or both forms of the following consequences.

- Protective Consequences (the removal of a freedom to manage harm)
- Educational Consequences (the learning, rehearsing or teaching so the freedom can be returned)

#### **Examples of Protective Consequences**

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Exclusion

#### **Examples of Educational Consequences**

- Completing tasks
- Rehearsing and practicing
- Assisting with repairs or the planning for repairs.
- Educational opportunities
- Research the real world implications
- Conversation and exploration

We will not accept bad language, rudeness or aggressive behaviour to staff or children, racist or bullying behaviour. Low level and disruptive antisocial behaviour will be dealt with in class whenever possible by using de-escalation techniques and using scripted language. Below is a list of steps that will be used to support a child in managing antisocial behaviour.

### **These include**

- A quiet word and reminder of prosocial behaviour they have displayed previously.
- Distraction techniques e.g. the child moving, giving them a job to do, sensory break
- De-escalation (see below for the de-escalation script)

### **De-escalation Script**

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

If de-escalation works the child may return to their work without further problems or they may benefit from some quiet time (e.g. parallel class, with a different staff member, in their chill out zone)

If de-escalation doesn't work and the child continues to use anti-social behaviour then scripted language should be used.

### **Scripted Language for anti-social behaviour**

*See Appendix 1 for examples of scripted language*

Positive phrasing:

Limited choice:

Disempowering the behaviour:

Consequence:

Protective and or Educational consequences must be implemented following antisocial behaviour. These must be appropriate and linked to the behaviour shown e.g. refusal to work-the consequence would be an educational consequence of catching up with it before the next lesson at home or break time. A child running out of the line-the consequence would be they practise lining up with an adult and or must stand next to the grown up in the future rather than lining up with their friends.

***We do not put in place meaningless consequences such as writing lines or sitting in the class doing nothing.***

If a child's behaviour can be ignored and is not dangerous the staff member will use the scripted language, disempower the behaviour and continue to teach. We call this 'Riding the Wave'. The child will be ignored, enabling them to reintegrate with the lesson when they are ready. Once the child has re-joined we must:

- Thank them for joining e.g. '..... it's lovely to have you join us. Thank you.
- Later (this may be after the lesson, or sometime later in the day) catch up with the child, hold a restorative conversation and put in place the consequence.

If a child's antisocial behaviour cannot be ignored because it is very disruptive or dangerous, the teacher needs to remove the other children to a safe place so they can continue their learning. The teacher or a different member of staff must continue to support the child in crisis. Alert SLT so assistance can be given.

- Tell the child that when they are ready you are here to listen to them and help them.
- Monitor the child.
- When they are calm put in place protective consequences. These are likely to involve the child accessing learning in a 'small garden' until they can be safe.
- Parents must be informed.

On very rare occasions it may be deemed necessary to use physical restraint. This will only be implemented if a child is putting themselves or others in danger or they are damaging property and after all other de-escalation strategies have been exhausted. The staff using the restraint will be trained to do so and will use minimal force.

#### **When and how will parents be informed?**

Parents will be informed if their child uses antisocial behaviour that stops other children from learning, puts themselves or others in harms ways or they intentionally damage property.

#### **The very serious consequences of consistent antisocial and aggressive behaviour would be**

- Fixed Period Exclusion
- Permanent Exclusion

On occasion adaptations to the sanctions may be made. This will be to meet the specific needs of an individual pupil or circumstance. All behaviour management strategies are monitored closely and changes may be made to this policy by the Headteacher when discretion for individual circumstances are deemed necessary.

#### **Fixed Term and Permanent Exclusions**

Exclusions are rare. They are only used after all other sanctions and strategies have failed and when allowing the child to remain in school would be detrimental to the education and welfare of others in the school or after a pupil has seriously breached the school's discipline policy. Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time the Headteacher makes it clear that the parents can, if they wish, appeal against this decision to the governing body. The Headteacher informs the parents how to make any such appeal. This contact may be made by telephone initially and all the information is also put in writing and given to the parents within one school day of the exclusion.

The Headteacher informs West Berkshire LA and the Governors about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion made by the Headteacher.

The Governing Body has a procedure for dealing with complaints and appeals. The relevant committee considers any exclusion appeal on behalf of the Governors.

When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents and West Berkshire LA, and consider whether the pupils should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Lunchtime Exclusion**

Some pupils' behaviour can be particularly difficult at lunchtime. Where this is the case, it may be possible, through discussion and agreement with the parent, to arrange for the pupil to go home for lunch.

If this is not feasible, provision exists to exclude the pupil for the duration of the lunchtime, placing the legal responsibility for the child back with the parent.

Where lunchtime exclusion is used, it is as a short term measure only, with regular review of whether it continues to be an appropriate approach. Lunchtime exclusion, must be treated as equivalent to a quarter of a school day. If these quarter days add up to more than 5 school days in a term, including when they are added to other fixed term exclusions, this will entitle the relevant person to make representations to the Governing body.

The telephone number for the Advisory Centre for Education (ACE is an independent national charity providing advice to parents) exclusions information line – 020 7704 9822 and their website address – [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

### **Reintegration Following a Fixed Term Exclusion**

Following DCSF guidance, a reintegration interview with parents is arranged between the Headteacher and parents, following a fixed period exclusion. The purpose of this interview is to discuss how best the child's return to school can be managed.

The Calcot Schools follow the West Berkshire reintegration Guidelines written by the Behavioural Support Team.

### **More information about Anti-Bullying**

Details can be found in the Anti-Bullying Policy.

### **HOW WE MONITOR THE SUCCESS OF THIS POLICY**

- Through regular reviews at staff meetings
- Discussions with children and school council

- PSHE lessons
- Feedback and meetings with Teaching Assistants and Lunchtime Supervisors
- Feedback from visitors
- Governor monitoring
- Record of complaints

**THIS POLICY WILL BE REVIEWED IF REQUIRED ON A BIENNIAL BASIS**

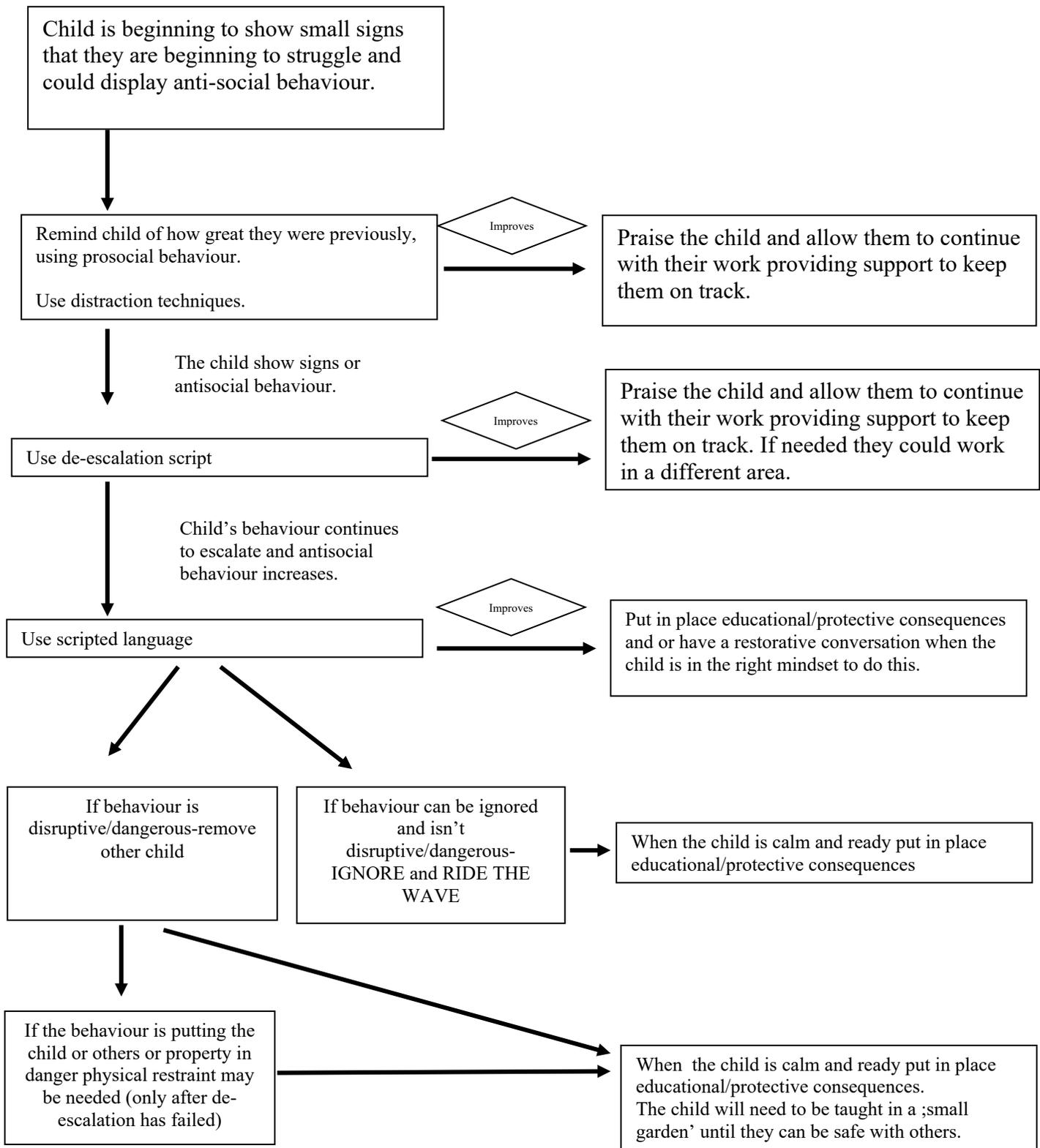
## **Appendix A**

<b>A child is refusing to get off the trim trail.</b>	
Positive Phrasing	Come onto the playground please.
Limited Choice	Would you like to come in with your friends or with me?
Disempowering the behaviour	Come off when you're ready.
Consequences	If you can't come off when an adult asks, you won't be able to play on it with your friends until I know you can be safe.

<b>A child won't go to assembly.</b>	
Positive Phrasing	Let's go into assembly.
Limited Choice	Would you like to sit with your friends or alone at the back?
Disempowering the behaviour	You can listen from there. You can come in when you are ready.
Consequences	If you don't come into assembly you'll have to arrange to do it with me before tomorrow.

<b>A child keeps jumping on the mats when other children are trying to put them out in their P.E lesson.</b>	
Positive Phrasing	_____ come and sit down.
Limited Choice	Would you like to sit with your friends or sit next to me?
Disempowering the behaviour	Come and join us when you are ready.
Consequences	If you can't sit down and be safe with your friends you will have to do the P.E lessons with me.

<b>A child won't leave the activity they are on and tidy up.</b>	
Positive Phrasing	_____ put the toys back in the sandpit, thank you.
Limited Choice	Would you like me to help you tidy up or would you like to tidy up alone?
Disempowering the behaviour	Put the toys back when you are ready.
Consequences	We will have to practise tidying up at break time.



Parents must be notified of any disruptive antisocial behaviour that stops others from working, any antisocial behaviour that is dangerous or aggressive. Provision map, event log must be completed to record the behaviour.

