



MIDHURST C OF E PRIMARY SCHOOL

Behaviour Policy Promoting pro-social behaviour

SAFEGUARDING AT MIDHURST CofE PRIMARY SCHOOL

Midhurst CofE Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our intention is that children will be safe, secure and happy, and enjoy their time as pupils at this school.

During the writing of this policy due consideration has been given to all relevant aspects of Safeguarding and of children's welfare.

APPROVED (DATE)	NEXT REVIEW DATE
28.09.23	27.09.24

Signed:

A handwritten signature in black ink, appearing to read "Mark Jefferson".

Mark Jefferson, Headteacher

Approved by Full Governing Body

At Midhurst C of E Primary School, we believe passionately in educating the whole child; their physical and intellectual development, united with spiritual, moral, social and cultural development, enabled by excellent education. As a Church of England school our distinctively Christian ethos is rooted in the Church of England Vision for Education 2016, and particularly Jesus' words that he came to bring 'life in all its fullness' (John 10:10)

Aims

At Midhurst C of E Primary School our aim is that every child:

- will learn to read so that they can read to learn
- will have the skills to write with purpose and fluency
- will be problem solvers through logic, reason and numeracy
- will know how to learn, what sort of learner they are and how they learn best
- access a wide ranging and appropriate curriculum that is challenging and inspiring and caters for the needs of all
- will gain knowledge, skills and understanding appropriate to a fast-changing world, so be self-reliant, adaptable and lead fulfilling and meaningful lives
- is valued as an individual, can share their concerns and can grow in confidence knowing their place in their class, their school, their local, national and international communities
- will be aware and able to make healthy choices, will choose to keep active and develop positive attitudes to life
- will understand that they are responsible for their own actions and take responsibility for them

Mission statement

At Midhurst C of E Primary School we strive to ensure that the whole school environment is a place that promotes learning, encourages independence and is as safe as possible. We believe that children should feel secure, happy and valued as individuals so their educational, emotional, spiritual and physical needs are met.

We also believe that children should be enthusiastic and motivated at school, to enable them to be creative and imaginative in their work. Through our distinct Christian foundation, we encourage children to cooperate, share and show respect for everyone, regardless of faith, culture or ethnic background, by enabling them to be responsible for their own behaviour. We do this by promoting the Christian values of kindness, peace, creativity, forgiveness, respect and friendship.

We feel that every child should reach their full potential. We expect every child to progress and develop their knowledge, skills and understanding of the world they live in. We feel that every child should be appropriately challenged and develop independence in their learning by accessing equal opportunities of provision and spiritual development.

1. Vision and Values

Midhurst Primary School has a therapeutic approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. We promote pro-social behaviour and recognise that you cannot teach children to behave better, by making them feel worse. This therapeutic behaviour policy should be the plan for the majority of children. In addition to this, some children may require an individual therapeutic plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

2. Aims

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To ensure a positive environment for safe learners
- To reduce and eliminate exclusions

3. Promoting Pro-Social Behaviour

Pro-social behaviour relates to behaviour which is positive, helpful, and intended to promote social acceptance. It is behaviour which benefits other people or society.

Our Expectations of Pro-social Behaviour:

- Respect everyone
- Be honest
- Be trustworthy and polite
- Accept responsibility for your actions
- Be helpful and kind to others
- Work hard
- Listen to everyone
- Look after the school and its grounds

4. Responding to Pro-Social Behaviour

Recognition of good behaviour is essential to cultivate a pro-social culture. All pro-social behaviour should be acknowledged by all adults and recognised in the following ways:

- Specific positive named verbal feedback
- Positive body language (smiles/thumbs up)
- Adults being specific about what is good and in being proactive in finding reasons to praise children.
- Adults informing class teachers of pro-social behaviour at lunch and playtimes

5. Rewarding Pro-Social Behaviour

In order to promote pro social behaviour, we believe it is essential to reward the behaviour we encourage. All members of staff can award Reward Points. Please see the table below for our reward system:

Reward	Reason	Celebration
R1	Good choices with attitude and learning	
R2	Going above and beyond	
R3	Exceptionally good behaviour, attitude, work.	FAB Certificate handed out on Friday
R4	Child goes above and beyond Significant achievement outside of school	Hot chocolate Friday with Mr Jefferson
R5	Upgrade from R4 to R5 by Headteacher	High tea with the Vicar once a half term.

6. Examples and Consequences of Unsocial and Anti-social behaviour

Unsocial behaviour is behaviour that affects the individual. Antisocial behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment.

	Behaviour observed	Response	Educational or protective consequence
C1	<p>Calling out</p> <p>Out of seat</p> <p>Off task behaviour (fiddling/making low level noise – tapping/banging noise/low level disruption)</p> <p>Refusal/Non-compliance</p> <p>Leaving the classroom</p>	<p>Praise other children who are demonstrating the required behaviour.</p> <p>Verbal reminder to whole class of expected behaviour.</p> <p>Quiet 1:1 reminder of expected behaviour and refocus on task.</p> <p>Consider if the work is set at the appropriate level. Is it too easy and they are finished? Is it too hard and they don't know where to start?</p>	<p>Positive phrasing: Come and sit next to me and I'll help you.</p> <p>Limited choice: Would you like to do this work in the classroom or outside? Would you like to take a break or complete it now?</p> <p>Disempowering the behaviour: You can choose to complete the work later.</p> <p>Consequence: We will check you understand the work before going out for break time.</p>
C2	Repeated C1 offences	Repeat strategies above	2-minute chat at breaktime/lunchtime. Warning if this continues it will become a C3.
C3	<p>All anti-social behaviours as listed below:</p> <ul style="list-style-type: none"> • Assault on another pupil (hitting/kicking/biting/scratching) • Throwing objects • Racism/Bullying/name calling • Defiance • Repeated C1 behaviours 	Use scripts to de-escalate behaviour. Inform SLT and record on CPOMs. Inform parents at end of day in person or by telephone or email.	30-minute Restorative Lunch. Child will eat lunch in dinner hall first then go to Meeting Room 12:30-1:00 with MJ.
C4	If a child receives 3 x C3 in a two-week period or refuses to attend restorative lunch.	Class teacher to contact parent and arrange a meeting to discuss behaviour.	Consider internal exclusion.
C5	Serious acts of anti-social behaviour causing physical harm to another child or adult. Repeated incidences of racism, bullying or name calling of protected characteristics.	Fixed term exclusion	Restorative meeting on return to school with MJ.

7. De-escalating Anti-Social Behaviour

It is important to remember the following points when responding to anti-social behaviour:

- Use a calm tone of voice.
- Treat the young person with respect – remember they will be hurting too.
- Do not cause embarrassment or humiliation to the young person.
- Class teachers and classroom assistants should deal with incidents of anti-social behaviour in the first instance. If a change of face is required, class teachers may call on any other adult who has a good relationship with the young person.
- Senior Leadership Team must be informed of all incidents of anti-social behaviour.

Using the following scripts, can help deescalate anti-social behaviours:

Behaviour observed	Positive Phrasing	Limited Choice	Disempowering the behaviour/De-escalation	Educational or protective consequence
Assault on a pupil (hitting/kicking/biting/scratching)	<p>'Your actions have hurt me/child's name. Use your words and I will listen'.</p> <p>'I wonder if you're feeling frustrated/agitated/annoyed. It's not a nice feeling/That's a strong feeling to have. Walk with me and we can talk about it.'</p>	<p>'We can walk to X or you can go to Sensory Circuits/Snug.'</p> <p>(Give take up time then repeat)</p> <p>If child refuses, then try change of face – new adult repeats script.</p>	<p>'When you're calm, I am here to listen.'</p> <p>(Give take up time and repeat).</p>	<p>In class time: Removal from class to an adjacent class for a period of self-reflection. Can return when regulated.</p> <p>At playtime: Loss of the next breaktime as a protective consequence for the targeted pupil and for time to discuss a more appropriate way of dealing with the problem.</p> <p>Restorative conversation. Inform SLT. Phone call to parents. Record incident on CPOMS.</p>
Consistent disruptive and/or disrupting others' learning by shouting, banging, making noises	<p>'Your actions are disrupting the class. Use your words and I will listen'.</p>	<p>'We can walk to X or you can go to Sensory</p>	<p>'When you're calm, I am here to listen'.</p>	<p>Restorative conversation: 'Your actions caused other children to miss out on</p>

	<p>'I wonder if you're feeling frustrated/agitated/annoyed. It's not a nice feeling/That's a strong feeling. Walk with me.'</p>	<p>Circuits/Snug.'</p> <p>(Give take up time then repeat)</p> <p>(If child refuses, then try change of face – new adult repeats script.)</p>	<p>Then give time and space until they are ready.</p>	<p>their learning and that is unacceptable'.</p> <p>Removal from class to an adjacent class or outside for the rest of the lesson/ following lesson as a protective consequence to the targeted pupil and for reflection time.</p> <p>Inform SLT. Phone call to parents. Record incident on CPOMS.</p>
<p>Vandalising another person's property.</p>	<p>'Your actions are disrupting the class. Use your words and I will listen'.</p> <p>I wonder if you're feeling frustrated/agitated/annoyed. It's not a nice feeling/That's a strong feeling. Walk with me.</p>	<p>'We can walk to X or you can go to Sensory Circuits/Snug.'</p> <p>(Give take up time then repeat)</p> <p>(If child refuses, then try change of face – new adult repeats script.)</p>	<p>When you're calm, I am here to listen.</p> <p>Then give time and space until they are ready.</p>	<p>Restorative conversation</p> <p>Assisting with repairs or planning repairs.</p> <p>Inform SLT. Phone call to parents. Record incident on CPOMS.</p>
<p>Defiance</p>	<p>'Come and sit next to me and I'll help you.'</p> <p>'I wonder if you're feeling frustrated/agitated/annoyed. It's not a nice feeling/That's a strong feeling. Let's take a break.'</p>	<p>'Would you like to do this work in the classroom or outside?'</p> <p>'Would you like to take a break or</p>	<p>'You can choose to complete the work later'.</p> <p>Then give time and space until</p>	<p>Restorative conversation</p> <p>We will check you understand the story before going out for break time.</p>

		complete it now?’ (Give take up time then repeat) (If child refuses, then try change of face – new adult repeats script.)	they are ready.	Inform SLT. Phone call to parents. Record incident on CPOMS.
Swearing Name calling Racism Bullying	‘Your actions have hurt me/child’s name. I wonder if you’re feeling frustrated/agitated/annoyed. It’s not a nice feeling/That’s a strong feeling. Let’s take a break – walk with me’.	‘We can walk to X or you can go to Sensory Circuits/Snug.’ (Give take up time then repeat) (If child refuses, then try change of face – new adult repeats script.)	‘When you’re calm, I am here to listen.’ Then give time and space until they are ready.	Restorative conversation: ‘Your words have hurt X and it is unacceptable to make anyone feel that way.’ Social story around bullying/racism/homophobic language as appropriate. Inform SLT. Phone call to parents. Record incident on CPOMS.
Leaving the room without permission	‘It’s great that you recognise that you need some time to yourself.’	‘Come back into the room when you are ready and we can talk here or with who would you like to talk to, me	‘When you are ready to come back to class, I will listen’.	Educational opportunities – identify early warning signs for needing to leave. Creation of a ‘safe space’ in the classroom if staying in class is difficult

		or?’ (repeat)		Inform SLT. Phone call to parents. Record incident on CPOMS.
Throwing objects	‘I wonder if you’re feeling frustrated, agitated, upset. Walk with me’. Walk to field/sensory circuits etc	You can’t stay in this room. You can either go to X or Y? Change of face – different person takes over and repeats script.	Remove rest of class from area until the child has left the room	Tidying up thrown objects or assisting with repairs. Inform SLT. Phone call to parents. Record incident on CPOMS.
Refusing to leave a room when asked	I wonder if you’re feeling frustrated, agitated, upset. Walk with me. Walk to field/sensory circuits etc	You can’t stay in this room. You can either go to X or Y? Change of face – different person takes over and repeats script.	Remove rest of class from area until the child has left the room	Inform SLT. Phone call to parents. Record incident on CPOMS.

Following an episode of anti-social behaviour, a child must be given time and space to regulate, relate, reason and repair. A child must not be asked to complete any work or to think until they are fully calm (at least 15 minutes). Asking them to do this before they are ready, could result in another explosive outburst.

REGULATE (teaches pupil how to shift state)	Consider that the child may be in a negative stress state such as: fight, flight or freeze Offer regulation activities: distraction/fidget toys/job or errand/heavy lifting Offer Sensory Circuits or snug
RELATE (teaches pupil relationship building)	Warm, friendly expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language
REASON (teaches pupil)	Reduce words Use dual coding Drop the subject into a play situation or relate to own feelings and experiences
REPAIR (teaches pupil how to shift state)	Fix it together – clear it up/mend it/give time back Random acts of kindness – think of something that will make the child feel better Avoid making a child say ‘sorry’, could ask them to check someone if okay. Do something together to reduce the shame.

When an anti-social behaviour has occurred, the class teacher must record the incident on CPOMS and parents/carers must be informed on the same day where possible either in person or by phone.

8. Consequences – protective and educational

When antisocial behaviour does take place, a consequence is needed. This can take place in two forms:

Educational – where time is spent talking to the child, about the impact their behaviour has had on others and what could be done differently next time. This needs to be a calm, honest discussion away from any heightened anxiety or emotions. Staff may decide to use activities such as Lego, sensory circuits or dual coding in an environment where the child is calm and happy to talk.

Protective – where a child is removed from a situation to protect themselves and/or others from harm or high anxiety. This may be through a timeout environment and/or a go to person where they feel safe. It may be a removal from the playground and replaced with time inside away from identified dangers/conflict. It is not a punishment, but alternative provision where a child feels safe and reduces any high anxiety levels. This type of consequence will allow time for staff to re-visit plans and/or arrangements necessary to keep everyone safe.

9. Suspensions and Exclusions

The headteacher has the responsibility for giving fixed term exclusions (FTEs) to individual children for serious acts of anti-social behaviour. Only the headteacher has the power to exclude a pupil from

school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in one school year. The headteacher may exclude a pupil permanently.

10. Roles and Responsibilities

All school staff will:

analyse behaviour rather than moralise about it

- look for the root causes of the behaviour (all behaviour is a communication)
- model therapeutic practices with all children, adults in school and parents or visitors from outside
- use universal scripts to be outcome and resolution focused rather than emotive
- Build trusting relationships with all pupils centred on mutual respect
- Listen patiently and openly to both sides of every story
- Display sensitivity and care
- Apply the behaviour policy consistently and fairly
- Encourage children to make choices and take responsibility
- Treat all pupils with kindness and respect

The Headteacher will:

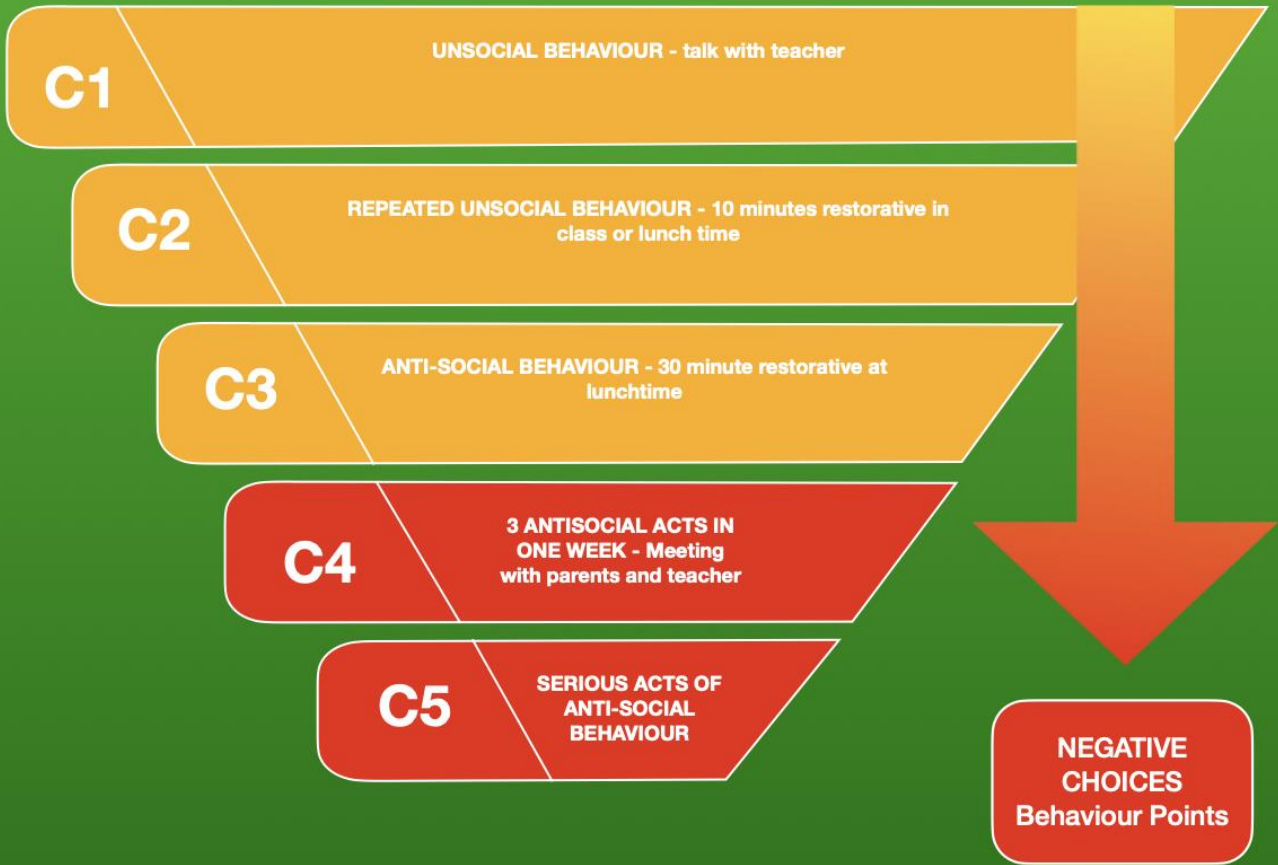
- To implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- Keep a record of all reported incidents.

The SENDCo will:

- Listen to the child
- Listen and support teachers by providing advice and suggested strategies to manage behaviour
- Liaise with external agencies such as the Learning and Behaviour Advisory Team (LBAT)
- Meet with parents if behaviour is becoming a concern
- Write individual Therapeutic Behaviour Plans in consultation with the class teacher, child and parents.



POSITIVE CHOICES
House Points



NEGATIVE CHOICES
Behaviour Points