



Policy Document: Behaviour Policy

Behaviour Policy

Learning Together, Learning For Life.

Links to Visionary Statement

We aim to

- keep children's learning at the heart of our thoughts and actions
- provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum
- create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other
- ensure that our schools are happy, safe, supportive and secure places in which to learn
- create a stimulating learning environment
- develop strong and productive partnerships with parents and the wider school community
- have high expectations in all areas of school life
- prepare children for the future

Agreed and Signed on behalf of the Full Governing Body.....

Date:.....



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Rationale

We start with the principle “every child has the right to learn: every teacher has the right to teach”.

A behaviour policy must aim to create an atmosphere that allows learning and teaching to be an enjoyable experience and makes school a happy place to be. We fully embrace the need to model positive behaviour management where positive behaviours are praised and encouraged and everyone takes responsibility for their own behaviours and actions.

Aims:

- To ensure that our school is a happy, safe, supportive and secure place in which to learn.
- To develop a sense of self-discipline and self worth.
- To develop the children’s understanding of what is right and what is wrong behaviour and outline how pupils are expected to behave.
- To support the inclusion rather than exclusion of all children.
- To ensure that all children have a voice and that they can share and hear their own and others perceptions through conversations to restore relationships where they may have broken down.
- To ensure that everyone in our school community feels valued and respected in order that they can reach their full potential, emotionally, socially and intellectually.
- To develop the children’s sense of responsibility and an understanding that all actions have consequences (positive and negative) that impact on others.
- To provide a consistent approach and shared responsibility for behaviour management across the school.
- To provide a clear framework for rewarding positive behaviour and sanctioning unacceptable behaviour in a fair and consistent manner.
- To encourage positive self-esteem outlining our system of rewards and sanctions.
- To ensure that each child has a fresh start following consequences or at the beginning of each day.

How Positive Behaviour is taught through the curriculum

At Paulton Infant School, positive behaviour is taught through –

- Thrive approach
- PSHE (Personal Social Health Education) Curriculum – We use The Jigsaw materials
- Emotion Coaching
- Assemblies
- School Rules
- Nurture interventions

When managing behaviour, we follow the research of Louise Bomber and Stephen Porges by working through the process of the 4 Rs (See Appendix 5):

Regulate (This may need to be supported co-regulation if a child is unable to self regulate)

Be aware as to how the child is feeling.

Catch and match their emotion and meet with the same energy using your voice and body language.



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Consider the 'containment' of the situation to keep everyone safe. This may be a hand on their arm, rub on the back, a move to a safe space or positive handling.

Relate (A trusted adult relates to and validates the child's experience.)

Reason Use limited words –this will support the regulation and enable the child to move onto the next step - an opportunity to consider and reflect)

Repair/Reflect (To avoid shame and enable the child to repair the relationship. Model how to think aloud and put it right)

Our school rules (for all children, staff and visitors):

- ✓ We use kind hands, feet and words
- ✓ We use our Gem Powers to help us learn
- ✓ We respect our school and everything in it

These will be displayed in every classroom

Good Behaviour for Learning

We have developed a 'Learning to Learn' culture at Paulton Infant School and use our Gem Powers to help us learn across the school day and beyond.

Ruby 	Emerald 	Sapphire 	Pearl 	Diamond 	Amethyst 	Topaz 
<p>Ruby Power Being Kind...</p> <p>I can listen to others I can help a friend I can celebrate someone else's success I am positive about myself and others</p>	<p>Emerald Power Having A Go...</p> <p>I know it's ok to make a mistake I can ask questions I can try something in a different way I can pick myself up and try again</p>	<p>Sapphire Power Staying Focused...</p> <p>I ignore distractions I keep trying to get better and better at learning I can try something in a different way I can focus on my learning</p>	<p>Pearl Power Telling the truth...</p> <p>I answer questions truthfully I own up to choices I have made I own up to mistakes I have made I am honest</p>	<p>Diamond Power Solving a problem...</p> <p>I can plan my learning I can find the need to help me I can say what I have things I found out I am independent</p>	<p>Amethyst Power Working with my partner...</p> <p>I take turns with a partner I share with a partner I listen to someone else's idea I respect other people's thoughts</p>	<p>Topaz Power Reflecting and working with my group...</p> <p>I know what I am good at I can share my ideas in a group I can wait for my turn I like a challenge, I do something differently</p>

Most behaviours experienced within school will be managed by good teaching where staff model expected behaviours and provide opportunities for children to share their worries. Staff will organise their classrooms to support an effective learning environment. Consistent expectations and trusted adult relationships are the key to ensuring positive behaviours in all areas of school. We believe that all behaviour is a form of communication and as such, it is vital that we listen to the children and acknowledge their feelings however this is communicated to us. We also recognise that we will need to support some children to learn how to self-regulate through opportunities to co-regulate.

Roles and Responsibilities in promoting positive behaviour

The Senior Leadership Team will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported incidents of misbehaviour using CPOMS
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all the children in the school
- Report to/meet with parents/carers when necessary



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The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious acts of misbehaviour. This action is only taken after the school governors have been notified.

All Staff will:

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that children are listened to and value others
- Help children to gain the ability to make choices about their behaviour
- Help children to be confident about their learning and enjoy it
- Help children understand their rights and responsibilities
- Be a positive role model
- Reward/praise positive behaviour
- Use CPOMS to record incidents
- Ensure that children in their class are aware of the school rules and that school rules are displayed
- Inform parents about their child's welfare or behaviour and work alongside parents
- Encourage children to resolve disputes

Pupils will:

- Respect and care for others
- Listen to others
- Learn co-operatively
- Become familiar with and follow our school rules
- Be a good role model both in and out of school
- Understand the consequences of their behaviour
- Value and take responsibility for the environment
- Be aware of and understand their rights and responsibilities
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support the school in implementing the behaviour policy
- Treat all children and adults fairly and with respect
- Promote positive behaviour at home to ensure continuity between home and school
- Be aware of our school rules and expectations
- Encourage independence and self-discipline
- Contact the class teacher if they have any concerns about their child's behaviour in the first instance. If concerns persist, contact the Headteacher or school governors.
- Make school staff aware of any information, which may mean that their child displays behaviours outside of the norm

Contact the class teacher if they feel their child's behaviour is impacting on their emotional well-being



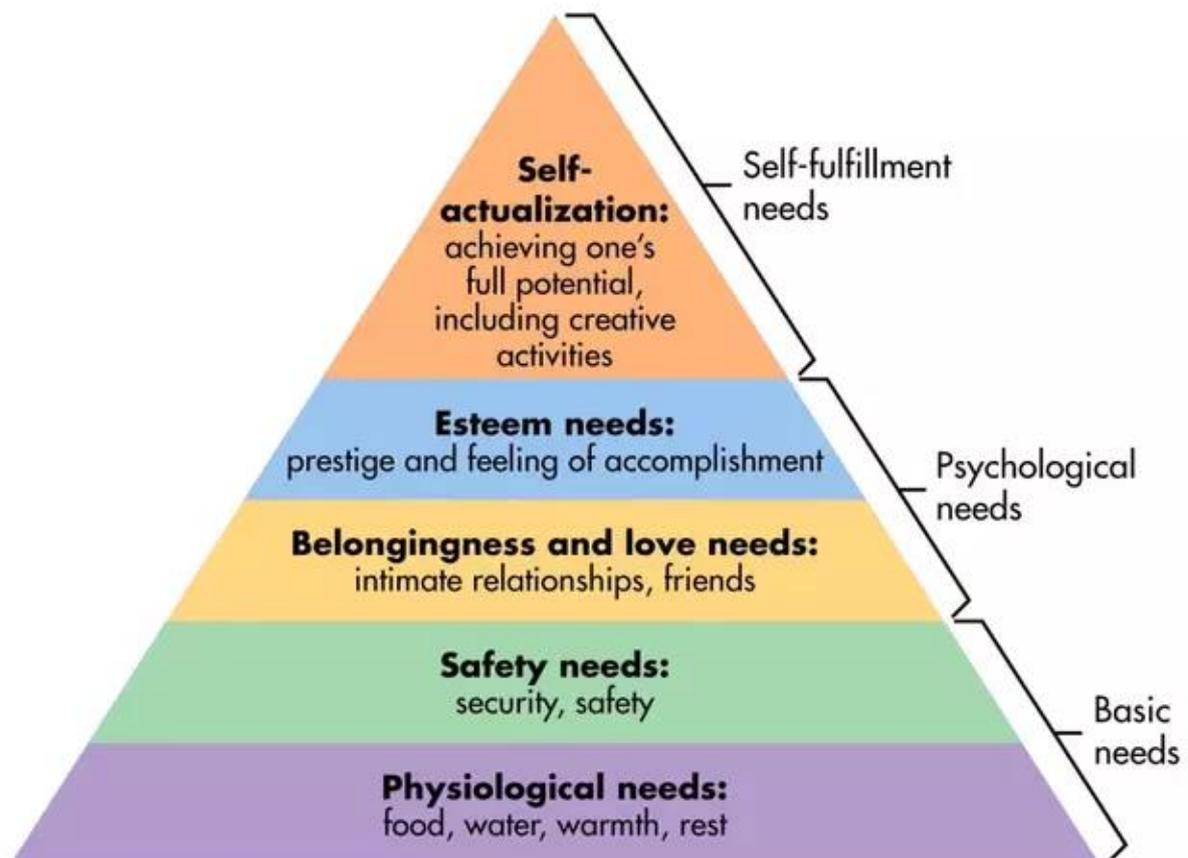
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Rewards for positive behaviour and good choices

To reinforce good work/learning, behaviour and attitude we use:-

- Individual praise and encouragement.
- Stickers.
- Headteacher's 'Golden Stickers' are given to children in weekly Celebrations Assembly
- Children are chosen to share their work with the rest of the school in Celebrations Assembly. This is related to the learning Gems to model expected behaviour for learning.
- Children are sent to Headteacher, school office and/or other classes to show their work.
- Golden Time at the end of the week. Children who follow the school rules earn 5 minutes each day for Golden Time. At the end of the week, children are allowed to choose an activity in the class. Children who have not achieved the full 25 minutes will be expected to undertake ten minutes of repair and reflect time with their teacher. This will be focused on the broken school rule and how to make a better choice next time.
- Headteacher's (or other member of SLT) Tea Party- a pupil from each class is chosen to attend on a Friday afternoon. The aim is for all children to have achieved this by the end of the year
- Individual class based reward systems e.g. marbles in a jar
- The lunchtime Play Team staff will add marbles to the class jar when they have seen something positive happening.
- The cleaning team can add marbles to the class jar when they have been impressed with the way the class have left the room at the end of the day. The cleaning team will select a class to receive the golden dustpan and brush each term.

Barriers to Learning





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We recognise that all children may struggle to engage with learning at some point in their life. This may be a short-term temporary barrier or may be due to a significant need, which needs to be addressed through support within school or from external agencies. We believe the earlier that help and support is provided for the child and their family the more likely the child will be able to engage with learning. In order to support identification of barriers to engagement we use 'Maslow's Hierarchy of Needs'. This enables us to identify if the barrier is medical, circumstances in a child's life or a special educational need. Once the barrier has been identified, we can work with the child and their family to find what will motivate and re-engage them with learning.

A child may cause us concern in their engagement and behaviour if they are consistently causing disruption in the classroom, behaving in a way that is out of character or displaying risky behaviours. It is likely they will be working at Being or Doing within the Thrive framework. Staff will be made aware of these children by the Thrive practitioners in school. If a child is causing concern with their engagement or behaviour, the class team will identify a concern and share it with SLT using a cause for concern sheet (Appendix 1). SLT will follow the process and support the class team with creating an engagement plan. (See Appendix 2). This plan will support the child and all adults working with that child to follow agreed strategies. Should positive handling support be needed to keep everyone safe then this will be identified on the plan.

What are the barriers?	What can be put in place	Higher level needs
<ul style="list-style-type: none"> • Hungry • Tired • Ill • Hot/cold • Poor mental health • Toileting issues • Sensory regulation difficulties • Feeling unsafe • Changes in routine • Communication difficulties • Lack of stability • Feeling undervalued • SEN 	<p>An Engagement Plan: This will identify the barriers a child faces and give strategies and systems to support positive engagement with learning</p>	<ul style="list-style-type: none"> • Poor attachments • Difficulty interpreting and communicating social cues • Lack of positive relationships/role models • Lack of friendships/support networks • Lack of self esteem • Lack of understanding • Lack of confidence

Consequences

If a child does not follow the school rules and disrupts learning, a sequence of actions will be followed. Initially the child will be supported to make the right choice. If they continue to make poor choices they will progress through the steps as indicated below. Using the language of 'The Incredible Five point Scale', steps 1-3 are where the child will be given an opportunity to de-escalate their behaviour, whereas adult intervention will be needed for steps 4 and 5. Some instances of behaviour may be serious enough to lead the class teacher or Senior Leadership Team that a child moves immediately to step 4 or 5 e.g. destruction of property, harm to self or others.



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Stages	Examples of behaviour	How we respond	The actions that will take place	How this will be recorded.
1	Interrupting/ Calling out Distracting others/ disturbing learning Ignoring instructions Rudeness Pushing	Give a verbal or visual warning	Praise attempts at improved behaviour Additional prompts/support from an adult Mediation where necessary	
1	Persistent stage 1 behaviour and/or challenge to authority Inappropriate remarks to other pupils	Move the child from their friends within class	Praise attempts at improved behaviour Additional prompts/support from an adult (e.g. yellow card) Mediation where necessary (e.g. use of a calm zone/ sensory) Return to seat on de-escalation	
2	Persistent stage 1 behaviour and/or challenge to authority Inappropriate remarks to other pupils	Move to a partner class for 15 minutes	Conversation with class teacher on return De-escalation to stage 1 to encourage positive choices/behaviours Completion of missed learning (This may be at playtime/lunchtime - use of timers for limited time – e.g. 5 minutes)	CPOMS pupil and adult reflection prompt sheet (See appendix 1 and 2)
2	Repeated persistent Stage 2 or more serious rudeness to staff or peers Throwing objects	Go to a member of SLT. This may require support from an adult to escort the child or to collect the SLT member	Investigation into the incident Support from well-being Team/Thrive/Nurture/SENCo to help restore wellbeing and relationships for all involved. Telephone call to parents/carers Completion of missed learning (This may be at playtime/lunchtime - use of timers for limited time e.g. 5 minutes)	CPOMS comic strip Use of needs identification sheet (See appendix 3)
3	Persistent Stage 3 Behaviour and/or Fighting Physical abuse to any member of staff/adult Violence Bullying Racism	Persistent or serious incidents (e.g. harm to others/self or damage to property etc.)	Possible internal exclusion or external exclusion to allow for risk assessments and reflection. Use of LA Graduated response document and referral to SENCo. Ensure EHCP is followed for children with a plan	CPOMS – Behaviour support plan (see appendix 4) and Risk assessment

Partner Classes for Stage 2 of the policy

For some individuals the given partner class may not be suitable. On these occasions, arrangements can be made with other classes

Partner Class	Partner Class	Partner Class
Ruby	Jade	Opal
Diamond	Emerald	
Sapphire	Topaz	Amethyst

Please ensure:

- ✓ the child is escorted with a staff member or a sensible member of the class with a reflection sheet/an activity
- ✓ the teacher has explained why the child has been sent so the child can complete the sheet independently
- ✓ class teachers and TAs must take responsibility to ensure the children have reflected on their behaviour and understand the next steps



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Exclusion

At Paulton Infant School we try to ensure that any concerns with behaviour result in an early intervention reducing the need for exclusions. However in exceptional cases exclusion from school is necessary to ensure all children are safe and able to access learning. When appropriate exclusions can also be used as a tool to discipline children when the school rules are broken.

Internal Exclusion: This happens when a child reaches step 4 of our behaviour chart. (After there has been persistent disruption to learning or breaking of school rules.) This will last for one or 2 learning sessions as decided by SLT.

Fixed Term Exclusion: This will take place where even when appropriate support is in place a child is persistently disrupting learning or causing harm to themselves or others.

Permanent Exclusion: A child may be permanently excluded in response to serious or persistent breaches of the school's behaviour policy or where by allowing a child to stay in school would seriously harm the education or welfare of the child or others in the school.

Reporting and Monitoring

Behaviour will be regularly monitored and reported on. This monitoring will inform the on-going strategic plan for engagement and behaviour.

We ensure we visit the elements of our behaviour policy with the children throughout the year through class circle times and assemblies.

Useful links:

Safeguarding / Child Protection Procedures File.

Policy Statements on:- Attendance, PSHE, Racial Equality, Race Relations, SEN and Disability and Equality

Reviewed by J Hogan
September 2019

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I am feeling:



I should not have been...



Fighting



Shouting



unkind



Breaking things



Chatting/Distracting



Not doing as asked

Next time I will.....

	<p>We use kind hands, feet and words</p>	
	<p>We use our Gem Powers to help us learn</p>	
	<p>We respect our school and everything in it</p>	



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Appendix 2 – Step 4 Reflection prompt sheet for Adult

Please record on CPOMS ASAP after the incident. Please include what your actions were.

1. Which behaviour has led to the pupil being at Step 4?

	Persistent low level disruption		Aggressive/threatening behaviour
	Persistently not following instructions (refusal)		Unsafe behaviour (please describe below)
	Self-harm		Running away/hiding
	Harm against others		Stealing
	Destruction of property		Breaking the law
	Shouting/swearing		Sexualised behaviour
	Verbal abuse		On line abuse/e safety concerns
	Abuse of protected characteristics		Other (Please describe below)
Behaviours to be described			

2. What were the triggers for this behaviour?
3. **Does the pupil have an engagement plan?** Yes/No
4. If no, what support is in place for this pupil?
5. If yes, what has gone wrong for the pupil?



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Appendix 3 – Graduated Response cause for concern sheet

Quickchecker for staff	Y/N
<i>Communication and interaction, There are concerns about...</i>	
Child/young person's cognitive development e.g. capacity to sustain concentration or self-direct their learning	
Child/young person's attention and/or listening skills – their ability to engage successfully with language	
Child/young person's receptive language – their ability to understand spoken language	
Child/young person's expressive language – their ability to use language to communicate with others	
Child/young person's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech	
Child/young person's social communications – their ability to use language appropriately and successfully in social situations, verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately	
Child/young person's social development and interaction e.g. capacity to 'share interest' and/or 'share attention'	
Child/young person's rigidity of thought e.g. ability to manage changes in routine	
Child/young person's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli	
<i>Cognition and learning, There are concerns about...</i>	
Child/young person's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	
Child/young person's performance levels i.e. they are below the level within which most children and young people are expected to work	
Child/young person's indicative test scores are below expected levels	
Child/young person's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
Child/young person's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
Child/young person's attitude / approach to learning which is restricting access to the curriculum e.g. child/young person is demotivated, disorganised or lacks independent learning skills	
<i>Social, emotional and mental health, There are concerns about...</i>	
Child/young person experiences difficulties with self esteem and/or confidence	
Child/young person has greater difficulties in making and/or sustaining friendships, has no regular group of friends	
Child/young person has difficulties working independently and requires frequent encouragement and motivation to stay on task	
Child/young person find it difficult to comply with adult directions	
Child/young person's social interaction is negatively affecting the child/young person's and/or peers' access to the curriculum	
Child/young person's emotional wellbeing or mental health is negatively affecting the child/young person and/or peers' access to the curriculum	



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Sensory and physical, <i>Areas of concern...</i>	
Child/young person presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page	
Child/young person presents with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions	
Child/young person presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language	
Child/young person presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are recued	
Child/young person's physical skills/needs are affecting their learning and/or access to the curriculum	
Child/young person's medical needs are affecting their learning and/or access to the curriculum	

Refer to SENCo using Graduated Response Document.



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Appendix 4 - Engagement Plan

Name of child:

Class:

Date:

What is the child trying to achieve with their behaviour?		What are the barriers to good behaviour?	
Behaviours (describe what the behaviours look and sound like)		Triggers (Describe the common situations/behaviours that are known)	
Targets this plan supports:			
Proactive/Supportive strategies:			
First try De-escalation strategies for low level behaviours:			
Second attempt/Reactive strategies:			
Positive handling strategies (To be completed only when positive handling has needed to be implemented. This will be recorded in the bound and numbered book in the HT office.)			
People involved	Name	Signature	Review dates
Teacher			
TA			
Play Team staff			
Parent/Carer			
Parent/Carer			
SENCo			
SLT			
Other			



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Appendix 5 - Strategies to manage behaviour

Regulation (Teaches the child how to shift states)

Match their mood with your tone of voice (e.g. you're letting me know you are really angry.)

If a child is displaying big movements the support their regulation by engaging them with Jumping Jacks, push ups, skipping, jumping on the spot

Remember the facial expression and tone of voice of each adult will have an impact on each child and this is profoundly more for a child suffering from trauma. A neutral face and or voice will make the child think the adult is angry with them which may prompt them to challenge, trigger a violent outburst, trash the class etc. The adult needs to signal approval; smile, show thumbs up, explain 'this is my thinking face' when serious.

Co – Regulation

1. Blow out the candles on the cake (hold up hand, palm facing away, count before you blow out each candle. Repeat)
2. Inflate your stomach
3. Manage breathing (in for 4, hold for 2 and out for 6. Repeat)
4. Body Scan

Model for the child to copy. Start with firmly pressing the top of each foot, then the legs from foot to hip – stop and reflect on how you feel.

Gentle squeeze of arm (from hand to shoulder) - stop and reflect on how you feel.

Gentle press of tummy to chest - stop and reflect on how you feel.

Use finger tips to gently pat your face - stop and reflect on how you feel.

Use finger tips to gently tap the top of your head - stop and reflect on how you feel.

5. Mindfulness activities e.g. Use Go Noodle
6. Play some music e.g. Joni Mitchell, Gregorian Chants, Pentatonic scale. (Use music to signal transitions – harmonising/gentle notes)
7. Sing with the class (this has a physiological impact when you need to regulate your breathing to sing).
8. Orient the child: Tell me
 - ✓ 5 things you can hear
 - ✓ 4 things you can see
 - ✓ 3 things you can feel
 - ✓ 2 things you can smell
 - ✓ 1 thing about you

Self Regulation

1. Have a personalised calm bag/box (The child will need an adult to show them how to use the items kept in the calm bag/box so they know how to do this. May be through co-regulation initially with a key adult.

Suggested items :

- stress balls
- texture mats
- sparkle pots
- sunglasses



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- smelly items (lavender bags)
- hand cream for hand massage
- theraputty
- high resistance objects e.g. dynastrips (used at the gym)
- mindful colouring
- objects to sort and classify

Relate (Teaches a child about important relationships)

- Avoid reassuring, persuading otherwise or contradicting.
- Suggested scripts: "Gosh, that was a loud bang, that made me jump", "I can see how upset those words made you, I would be upset by that too", "It's so hard when an activity you really love has to end. I would feel disappointed by that". This is the beginning of being able to think about feelings. Ensure there is a group photograph of the child with key adults they can trust. (from each level of the school structure). Ensure the child is in the centre of the group.
- Have a warm expressive face and tone of voice.
- Be explicit about your motives and intentions.
- Be consistent with the team approach.
- Ensure you do not create a 'velcro' relationship. The child must learn to trust a range of adults
- Ensure the key adult engages in quality time with the child

Reason (Teaches a child to consider and reflect)

- Use reduced vocabulary
- Use a multi sensory approach when teaching (Ask SENCo for advice if needed).

Repair/reflect (Teaches the child difficulties can be resolved) *When the child is regulated - this could be some time later*

- Shine a light on the behaviour: Model how to think aloud and repair the damaged relationships (with children or adults affected) e.g.
"I saw you used a snatching hand when you took the lego, please can you show me your sharing hand? I saw you use it yesterday when you gave out the fruit."
"I'm wondering if you were trying to get my attention. Let's see if we can think of another way to do that",
"I could see how cross you felt when xxx happened but it's not ok to hurt other people".
To avoid shame and enable the child to repair the relationship, model how to think aloud and put it right. "I'm wondering what might make this better...",
"I'm wondering what might make me feel better if that happened to me."
- Use humour – Is it in your sock?
- It's really important to avoid shaming the child.
- Engage in something meaningful for the child. How can we put this right? Or shall we mend this broken object?



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Dealing with conflict resolution

All children from time to time have conflicts over a wide range of issues. It is vital that these are dealt with immediately and in the appropriate way. The following methods should be used when dealing with all conflicts, serious or minor. This includes bullying.

Conflict and aggressive behaviour

- Acknowledge everybody's feelings.
- Listen to all the parties concerned either as a group or individually.
- Use open questions and deal with the **primary** behaviour.
- Assure the children that the situation will be dealt with until it is resolved.
- Ask the children to offer solutions to the problem.
- Remind the children of the consequences of their choices and the rules they have disregarded.
- Give children the opportunity to use an agreed solution and apologise if appropriate.
- Thank the children for working together to solve their dispute

Emotion Coaching

Use WIN (Wondering, Imagining, Noticing)

- Identify with the emotion that the child is feeling and express understanding *"I'm noticing you look very hot and your cheeks are red. I'm imagining you must be angry. I'm wondering if it's because your friend played with someone else?"*
- Set a boundary to their behaviour. State clearly why the negative behaviour was not right
- Ask the child to explain what they should have done and what they will do next time should they find themselves in a similar situation

Responses to Bullying (Please refer to our anti-bullying policy)

We work actively with all staff, pupils and parents to create a school community where bullying is not tolerated.

Bullying has three common characteristics:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power which makes it hard for those being bullied to defend themselves

Bullying is a 'persistent, deliberate attempt to hurt or humiliate someone'. The hurtful action can be physical or psychological or it can sometimes include interference with personal property.

A one off incident, although possibly serious, is not bullying. Bullying is repetitive, meaning that an individual conducts the same pattern of bullying behaviour.



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Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim, which will require patience and understanding.
- Strategies given to child to deal with the situation.
- Identify the bully/bullies, obtaining witnesses where possible. Advise the Headteacher or other member of SLT
- Use open ended questions and deal with the primary behaviour.
- Assure the children that the situation will be dealt with until it is resolved.
- Discuss the details with the children concerned and ask them to tell the truth about the situation/incident. Make it clear that this behaviour is not acceptable at this school.
- The parents of both the victim and the instigator should be involved throughout.
- Sanctions will be followed as set out in the school Behaviour policy and the situation will be monitored.

Positive Handling (Please see our Positive Handling policy)

All the staff at Paulton Infant School are designated with the authority to control and restrain children where necessary, this is in line with the Education Reform Act 1997 (Section 550A).

This additional section allows teachers and other members of staff who are 'TeamTeach' trained and authorised by the Headteacher to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following :

- injuring themselves or others;
- causing damage to property (including pupil's own property);
- engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

Positive Handling must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the bound and numbered red book kept in the HT office and reported to parents



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From our Thrive Practitioner: Examples of the 4 R's/VRF's in action/guidelines for 'Repair and Reflect' time:

Although commonly used, distraction, denial ('you're fine', 'that's not worth getting upset about' 'don't be silly' etc), ignoring and reassuring ('don't worry, everything will be ok') will only work temporarily by addressing the symptom and not the underlying cause of the behaviour.

By using the 4 R's and validating the child's experience, we can begin to 'let go' of the distress and work cognitively to identify and make links between the underlying feeling and the behaviour (reason). Once we have done this we can move on to working out ways to safely and appropriately communicate those strong feelings and let go of the interruptive behaviour (repair and reflect).

Objectives of Repair and Reflect time:

- To support the child to begin to understand their behaviour
- To support the child to make links between body sensations, feeling and emotions and subsequent behaviour
- To help children learn to sense when to STOP, feel, STOP, think, choose and act
- To lend your adult thinking brain to help children sequence events and makes links between cause and effect
- To help children move from a dysregulated state to being able to access their 'thinking brain'
- To reduce the number and intensity of incidents.

Use your judgment and repair and reflect much sooner if needed. Some children will need this regularly rather than waiting until Golden Time to have their 'Time in'.

The following examples are taken from the Thrive Practitioner handbook and linked to the 4 R's:

EXAMPLE 1: attention seeking in class

1:2:1 the child can get interested and stay engaged for extended periods. In class he cannot sit still, is constantly fiddling and chatting to others. When challenged he answers back or becomes oppositional. He finds it difficult to allow the teacher to work with anyone else and often looks at her enquiringly after he has done something 'bad'. He is desperate to be valued and get attention. He is probably testing her to see if she will stop liking him; he may be very used to rejection.

It isn't enough to continue showing that you still like him (reassurance). The behaviour can't be condoned and needs to be addressed. Regulate, relate (validate) and reason to help him recognise his feelings and then 'shine a light' on the behaviour that needs to be changed.

Remember, containment is very important. Unacceptable behaviour has to be stopped and the situation has to be kept safe. In the moment you need to keep actions and words short and to the point. Set a time to have a longer conversation later.



Policy Document: Behaviour Policy

"I saw you just now push all the books over. That made a loud noise. It could have been dangerous. They just missed Freya. That really is not OK. I imagine you pushed them over because you really don't want to start your work. Wow! It really is hard for you when I ask you to do something that means getting on quietly on your own. I really notice how hard that is. We have to find some other ways to manage this because pushing and interrupting others is not ok. Being hit by falling things hurts. I don't think you want to hurt anyone. I saw you watching me and I am wondering if you were checking to see what I would do. Perhaps you think I'm going to be very cross or that I won't like you. I wonder if you want to check out if I will still be on your side if you do something bad."

Depending on the child's reaction: "Actually I really do care and you do matter to me. I'm not cross with you. I can see you need help to work this out differently. I really do want us to find a way to help you manage being in class differently."

"You really do need me to notice that you need something and I am not getting it. Let's see if I can do better."

"Maybe you don't know that I appreciate you being in my class. I'm wondering if you need to check that out by doing something that I don't like."

"I notice how carefully you watch for my reaction to things that you do. I think it matters to you what I feel about you. It's important for us all to know that someone notices and cares about us. Well I do care about you. And your work. I want you to be able to get on. And you can't yet. So I need to find some ways to help you manage being in class differently."

"I've noticed how hard it is for you whenever we have to do something that is quiet and working alone. I think that is really hard for you. I know you are doing really well in your Thrive group. Seems it's just in here that it's tricky."

"I'm noticing that when you are cross or upset, your body goes very tight and you really need to throw something. I wonder if I can help you with that... that's a big storm! Seems that when you feel a big storm coming, you have to throw something."



Policy Document: Behaviour Policy

Don't condone the disruptive or aggressive behaviour...

"I can't imagine what it must be like in your body to need to throw things/spit. It must feel really strong. I am going to help you. I know you want to be in class. We are going to find some different ways to manage this."

It's important to speak the truth about what is happening even if it is hard for both you and the child.

Shine a light on the behaviour. Put in to words what you think is happening. You can try out different styles of musing out loud until you seem to get it right. The child will probably get upset and tearful. Try to match their emotional intensity with you own (remember it doesn't have to be the same emotion match their sadness with your seriousness to fix the problem). It may take many attempts to be successful.