



## **Positive Behaviour & Relationships**

At Peafield Lane Academy (PLA) our vision is at the heart of everything we do. We aim for our pupils to become independent learners, to strive to be the best version of themselves, to enjoy life and understand how they can keep themselves and others safe. What want all of our children to *'look back with pride and forward with confidence'*. We aim to achieve this through embedding our school CARE Values which have been developed through working with our pupils, who have taken on the views of our school community, they are: **Citizenship, Aspiration, Responsibility & Enjoyment.**

### **Our school ethos**

Everything we do starts with positive relationships – building, maintaining and repairing them. We believe that children deserve our time – time to talk, to explain and to find solutions.

At Peafield Lane Academy, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by 3 key principles:

1. **Unmet Needs**: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need eg. the need to feel safe, hunger, positive self-esteem
2. **Individual Influences**: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop eg. their family, community, school
3. **Relationships**: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

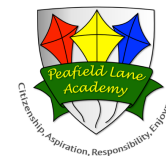
As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, **unconditional positive regard** is central to our school ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.

At PLA, we recognise the importance of listening to our children and seeking their opinion. Therefore, our School Agreements have been created and agreed by staff and children collectively.

### **Promoting good behaviour**

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour



policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

### **School Agreement**

A simple school agreement has been drawn up and everyone in school is expected to follow this. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school and reminders are sent out throughout the school year. Our “School Rules” are displayed in every classroom and around school. Our “School Rules” are as follows:

- Be Safe
- Be Kind
- Be Ready

Rule	What does this look like at Peafield Lane?
Be Safe	<ul style="list-style-type: none"><li>• We move around school in a safe manner.</li><li>• We follow instructions to keep ourselves safe.</li><li>• We use equipment safely.</li><li>• We stay safe online and make safe choices in our community.</li><li>• We respect the law and the rules of school and society.</li><li>• We use our hands and feet safely.</li></ul>
Be Kind	<ul style="list-style-type: none"><li>• We listen when others speak.</li><li>• We use kind words when speaking to people.</li><li>• We respect that other people have different ideas, beliefs and backgrounds to our own.</li><li>• We respect that people may look different and have different needs but we all feel the same emotions.</li><li>• We help people.</li></ul>
Be Ready	<ul style="list-style-type: none"><li>• We arrive at school on time.</li><li>• We have the correct uniform and PE kit.</li><li>• We have our equipment ready.</li><li>• We show that we are listening and our minds are ready to try our very best.</li></ul>

Our School Agreements are underpinned by our School Values CARE. The rules will be woven through the values ensuring the values are rewarded and worked towards. The school values are as follows:

1. **C**itizenship
2. **A**spiration
3. **R**esponsibility
4. **E**njoyment

All of our school values align with our school rules. Throughout our weekly achievement assembly, the children will be rewarded based on these values using the school rules as a prompt (eg. *Child x has achieved excellent aspiration this week because they were proud when...*)

In support of our ethos we apply the practices outlined in the appendices:

- See Appendix 1 “Responding in the Moment.”



- See Appendix 2 “15 Things to Build Relationships”

### **Policy aims and objectives**

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

PLA is committed to the emotional mental health and well-being of our children, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

### **Positive approaches**

The main focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly in order to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher’s example of praising others. Our ‘School Rules’ should be established at the beginning of each school year and the children should be encouraged to remind each other of these where necessary. They are revisited at the start of every session.

### **Rewards**

It is a firm belief at PLA that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff and our wider school community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems
- Individual rewards:
  - Class sticker/stamps
  - Public praise in front of staff
  - Visit Headteacher, Deputy Headteacher or member of SLT for praise
  - Dojo Points
- Gold Award in celebration assembly
- Headteacher award sticker

### **Whole class reward systems**

These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working hard as a team and by respecting our School Agreement and Values.



The children are working towards a whole class treat each ½ term that will last about 1 hour.

#### Individual Reward

Children are awarded individual Dojo points and work towards certificates (50 bronze, 100 silver, 150 gold and 200 platinum). Children who achieve gold or platinum also get a school badge to reflect their achievements. Points focus on the School Values. Dojo Points can be awarded by any member of staff both inside and outside the classroom. Dojo allows for parents to instantly see the positive behaviours that their children are showing throughout the day. Positive messages to parents about their child's attitude and/or positive work will be communicated through the Class Dojo app.

#### 'Gold Award' in Celebration Assembly

Two children from each class are awarded a 'Gold Award' certificate presented in a celebration assembly. Certificates focus on the School Values and rules. Children value being identified as this achievement is saved and will never be taken away.

#### Headteacher's Award Sticker

The headteacher goes around school on a daily basis. When children are observed going 'above and beyond' they will receive a headteacher award sticker. Children may also be signposted to the headteacher by the staff member that they are working with if this adult feels that they have gone 'above and beyond'. At this point the child is awarded with a headteacher award sticker and specific praise given.

A reward, once earned, must never be taken away from the child.

#### A restorative approach to challenging behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' (see appendix 3 and 4). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

At PLA, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. Some examples are: writing letters of apology; repairing damage to property; completing missed work in a playtime. If missed playtimes are happening repeatedly the teacher needs to consider what the deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required in order to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules and this will be explained clearly to the child.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. The stepped approach is displayed in a child friendly' format in each classroom. The stepped approach is referenced with the children to ensure that they understand the steps that are in place. The hierarchy of support and responsibility is as follows:

## PLA stepped approach to behaviour

Before each session, the class teacher will remind the children about our Kind, Safe & Ready to Learn values and expectations. Class teachers will also use a range of <b>pre-emptive strategies</b> before resorting to the behaviour policy.	
<b>Step 1 + 2</b> Reminder + Warning- specific to the child (Verbal Warnings)	<b>Reminder (1)</b> - Within the classroom- whole class reminder Explain the rule which has been broken (K, S, R) Say thank you for the conversation so they return positively to the <u>task</u> . <b>Warning (2)</b> - 1:1 direct conversation with the child inside the classroom- ask to move to the side of the <u>room</u> . This invitation is given in a positive manner so that the child knows they <u>have the opportunity to</u> talk and return to their working space positively. Further explain the rule which has been broken and return to <u>class</u> .
<b>Step 3</b> Reflection time in Class	Move child away from their <u>work station</u> to the reflection area Restorative conversation with class teacher (appendix 5) 5 minutes reflection and return to <u>task</u> .
<b>Step 4</b> <b>Reflection time at breaktime/ dinner in classroom with class teacher</b> Children spend their breaktime completing a reflection activity with class teacher (written or verbal). This is followed up with a restorative conversation (appendix 5). Phases leaders will support with the cover of break duties to enable teachers to facilitate this. Where cover is not possible, it may be appropriate for this reflection to take place verbally between the child and class teacher whilst they are on playground duty. The child would spend their breaktime with the class teacher whilst on duty. Where appropriate, a <u>phone call</u> home by class teacher- invitation for parents to come in and chat but this is not an <u>expectation</u> . If the children <u>has</u> regulated and responded well, return to class as normal and back to step 1.	
<b>Step 5</b> Reflection time with phase leader (rest of/ next session)	<b>Phone call</b> to be made to parents by class teacher- record this on CPOMS. Meeting with class teacher and phase leader based on behaviour advice. Child complete works in class with phase leader. Restorative conversation had with phase leader (appendix 5)
<b>Step 6</b> Reflection time with Headteacher or Deputy Headteacher (remainder of session/ next session) <i>*If HT not available or in school then DHT should be used</i>	<b>Phone call</b> to be made to parents by class teacher- record this on <u>CPOMS</u> . Child brings work to complete with HT/DHT. Class teacher to work alongside Phase Lead, BL & SENDCO to review strategies and create a behaviour plan. Meeting with family, phase leader and class teacher to discuss and agree behaviour plan. Restorative conversation had with HT/DHT (appendix 5)
<b>Step 7</b> Behaviour continues to escalate after above <u>actions</u>	Follow up meeting with family, SENDCO, class teacher and phase leader- record on CPOMS. Behaviour plan reviewed. Behaviour plans reviewed with parents a minimum of <b>every 6 weeks</b> with BL, Class Teacher & parents. <b>Potential internal suspension</b> - where this is the case, the child will be supervised by a familiar adult to complete their <u>school work</u> e.g. teaching assistant from their phase. This will be supported by the DHT or HT and the class teacher will 'check in' with the child at various points within the day. Parents/ Carers will also be informed (as per meeting above) and a log made on CPOMS. <b>BL &amp; SENDCO</b> : Review provision and behaviour plan. Look at potential external agency referral. Meet with class teacher to update plan. Ensure that concerning behaviours pathway is being followed.
<b>Step 8</b> Relevant External Agency Support	Follow up meeting with family, SENDCO, BL, class teacher and phase leader- record on CPOMS. Behaviour plan reviewed. Behaviour plan reviewed <b>every 2 weeks</b> with BL, class teacher and parents. <b>BL &amp; SENDCO</b> : Support class teacher to follow and update Behaviour Plan and SEND Support Plan with strategies and recommendations from professionals involved. Continue to follow the concerning behaviours pathway.
<b>Step 9</b> Suspension (Fixed term suspension <u>then</u> <u>permanent exclusion</u> )	Meeting with HT, SENDCO, BL and parents. Fixed Term Suspension- between 1-3 days (determined by HT in conjunction with Trust) Permanent exclusion (determined by HT in conjunction with Trust and Governing Body)

### Things to remember:

- 1) Start every day as a new day.
- 2) Sanctions will take place at the next available break time. If this is not possible due to the timing of the day it will be rolled over to the next available day.

## Peafield Lane Academy: Behaviour & Relationships Policy

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After any of the above steps, the staff must adopt **unconditional positive regard** so that the child knows that they can move forward.

If a child has been referred to a member of SLT more than twice in a 1/2 term, the class teacher will seek advice from the Behaviour Lead (Mr Nightingale).

Actions could include:

- Home/ school diary or Dojo messages home
- Peer buddy
- Social group intervention
- ELSA
- Forest School
- Lego Therapy
- Sensory Provision e.g. sensory circuits
- Report Card
- Structured Play

### Escalation and Beyond Challenging

Behaviour	Escalation	Parent Communication
Answering Back	Straight to Step 2 <b>Teacher</b>	N/A
Refusal to conform/ defiance	Straight to Step 4 <b>Teacher</b>	Phone call/ meeting (Class Teacher)
Repeated Answering Back	Straight to Step 4 <b>Teacher</b>	Phone call/ meeting (Class Teacher)
Repeated Defiance	Straight to Step 5 <b>Phase Leader</b>	Phone call/ meeting (Class Teacher & Phase Leader)
Inappropriate Language (e.g. swearing)	Straight to Step 5 <b>Phase Leader</b>	Phone call/ meeting (Class Teacher & Phase Leader)
Inappropriate Physical Conduct (e.g. pushing and hitting)	Straight to Step 5 <b>Phase Leader</b>	Phone call/ meeting (Class Teacher & Phase Leader)
Vandalism/ Damage to the Environment	Straight to Step 5 <b>Phase Leader</b>	Phone call/ meeting (Class Teacher & Phase Leader)
Beyond Challenging		
Dangerous use of objects/ furniture/ equipment	Straight to Step 6 <b>Headteacher/ Deputy Headteacher</b>	Phone call/ meeting (Class Teacher & Headteacher/ Deputy Headteacher)
Physically Abusive Behaviour (e.g. biting, scratching, kicking, punching)	Straight to Step 6 <b>Headteacher/ Deputy Headteacher</b>	Phone call/ meeting (Class Teacher & Headteacher/ Deputy Headteacher)
Verbally Abusive Behaviour (e.g. targeted inappropriate and harmful language)	Straight to Step 6 <b>Headteacher/ Deputy Headteacher</b>	Phone call/ meeting (Class Teacher & Headteacher/ Deputy Headteacher)

At times a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher (or most senior member of staff on site) straight away. The Head Teacher (or most senior member of staff) will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Beyond challenging behaviour will be logged on CPOMS, depending on the circumstances. All staff have an 'beyond challenging' insert which is kept inside lanyard pouches for reference to ensure that behaviour steps are applied consistently.





**Please note:**

In some cases pupils will have specific plans or systems relating to their behaviour e.g. an EHCP or behaviour support plan. However, these may or may not be formally recorded depending upon the individual needs of the pupil. They may also be used for a short period or embedded over the medium to long term – again depending upon pupil need. All such plans/ systems will be agreed with the Behaviour Lead, SENDCO, Phase Leader & Class Teacher before being implemented by staff or shared with Parents/ Carers. There will also be oversight from the headteacher regarding this.

Specific plans/ systems will show regard to any diagnosis or disability which a pupil may have. For example, we will take a calm and empathetic approach to pupils who have autism in order to give the pupil time to process the instructions given and then respond appropriately.

On occasion it will be necessary to miss out some of the consequences, going straight to any of the steps without having gone through each step in order. Such cases could include situations where a pupil is a danger to themselves or others and as such is unsafe to be on school premises. In such situations we may go straight to the suspension/ exclusion step.

In certain cases, following a thorough risk assessment, we may make the difficult decision not to allow pupils to attend school trips, sporting fixtures or other events due to ongoing concerns regarding behaviour. The safety and safeguarding of pupils is of paramount importance and any such decision will only be made in conjunction with the Headteacher and will not be taken lightly. Parents/ Carers will be informed directly by the Headteacher if such a decision is made.

**Role of the Behaviour Lead**

At Peafield Lane Academy we have a designated member of staff who leads on behaviour. In conjunction with the SENDCO, family support worker and class teacher, their role is to work collaboratively with pupils and parents/carers to promote positive behaviour among all pupils, and to help pupils overcome barriers to learning such as challenging behaviour. The behaviour lead will analyse behaviour information and records on a regular basis and will use this to evaluate the impact of interventions and adjustments in school. A behaviour analysis is completed every half term.

The behaviour lead will have oversight of the effectiveness of behaviour plans and behavioural interventions across the school. Class teachers should seek support from the behaviour lead if they are concerned about pupils within their class or require further support. The behaviour lead will work closely with class teachers, in conjunction with the SENDCO and family support worker. Their support may include:

- arranging meetings to review behaviour plans
- coaching, supporting and training for individual staff
- signposting and working with external agencies
- whole school professional development and training
- whole school initiatives, strategies and policy developments to support with behaviour

**Minimising the Need to Use Reasonable Force**

The use of 'reasonable force' in schools and colleges – KCSIE 2022.

*There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.*

*'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.*

*The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.*

*When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93) in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.*

- *Departmental advice for schools is available at Use of Reasonable Force in Schools*
- *HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful. Use of school or college premises for non-school/college activities*

#### Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of staff who are enabled to use reasonable force.

Here at PLA, the Headteacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

#### Deciding Whether to Use Reasonable Force





When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

### Using Reasonable Force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

### Staff training



Staff at PLA, who have been identified as needing training in this area, will access Physical intervention and CRB - Controlling Risky Behaviours training through the County Council coordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate. Staff will be expected to attend a CRB refresher course to update their skills and renew their certification every 12-15 months.

Where there is a level of need that requires more advanced training, identified staff will undertake a higher level of training e.g. Team Teach (Level 3) or equivalent B.I.L.D accredited training. There will be at least two members of staff who hold this level of qualification.

#### Recording and Reporting Incident

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

an incident where unreasonable use of force is used on a pupil would always be a significant incident;

- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. All incidents of physical intervention are logged on CPOMs and a positive handling report form (see appendix 6) is completed and uploaded. This form is required to be signed by the headteacher.



PLA fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. For further details please refer to the PLA Child Protection policy.

#### Post-incident support

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

The health, safety and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body, along with the LA, and Flying High Trust takes responsibility for protecting the health and safety of all children and members of staff.

#### Behaviour Plans

A behaviour plan (See Appendix 7) is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.
- A meeting between the class teacher, SENDCO and behaviour lead to agree actions and targets to be set, with a clear timeline e.g. referral to outside agencies, pastoral support plan, SALT.
- Planning provision
- Ensuring Concerning Behaviours Pathway is included as part of the process
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Separate risk assessment (see appendix 8) and/or de-escalation plan (see appendix 9) if required

The behaviour lead and SENDCO meet on a regular basis to review children in need of behaviour support or who are currently on behaviour plans. During these meetings they will explore the points above in relation to each child. A meeting is then arranged with the class teacher as above. Other staff involved with the child (e.g. teaching assistants) will also be involved in the planning meeting. The behaviour plan **must** be shared with all staff members working with the child and parents/ carers. A record of meetings are recorded on CPOMS. The behaviour plan is reviewed with parents/ carers by the class teacher (with support from the behaviour lead and SENDCO) at least once every 6 weeks. Where behaviour is more challenging or the impact of current support is limited, the frequency of these meetings will increase.

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory/ ELSA room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members,



school property etc.

### **Supporting staff**

At PLA we recognise the importance of providing emotional support to all staff in order to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT available to support and advise
- Time for reflection
- A culture where the staff have the confidence to share questions, ideas and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Trust support available
- De-escalation training

### **Who is the policy for?**

This policy is for all children, staff, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

### **Equality Duty**

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and in particular our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

### **Safeguarding**

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based



violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

### **Zero-tolerance approach to sexual harassment and sexual violence**

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'sanctions and extreme behaviours section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

### **Complaints and allegations**

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved. For further details please refer to PLA's complaints policy.

We will also make clear to pupils that they have a right, and are able to question/complain about the use of reasonable force.

We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face to face dialogues, use of home / school diaries or by telephone.

### **Policy links**

This policy was written with reference to the NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion" October 2020

This policy links to the following policies in school:

- Relationships, Sex and Health Education



- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding (linked to KCSIE 2023)
- Physical Intervention
- On-line safety (including Social Media)
- Child on Child Abuse
- Teaching and Learning
- SEND
- Staff Handbook

## **Behaviour During Assemblies**

### **Entering the Hall**

- Class line up silently in the classroom
- Class line is organised by teacher so as to avoid particular children sitting together if necessary
- Class walks down corridors silently. Teacher leads but ensures that the line can be seen by them at all times (continuously looking back)
- Class sits down silently
- Staff member remains standing, observing behaviour. Staff member corrects any misbehaviour
- Staff may leave once class is settled (Monday). Staff remain in assembly (Friday).
- Staff sit facing the class sideways on (not facing the front of the hall)

Class to be praised at each of the stages above so that they know what they are doing well.

### **During Assembly**

- Assembly lead greet the children with a 'good morning' or 'good afternoon' gesture. Children to use staff members name in return. Makaton to be used.
- Throughout the assembly, adults to continuously check for appropriate behaviour:





- Legs crossed
  - Hands on knees or arms folded
  - No talking
  - Respect for the speaker at all times
  - Joining in, hands-up when requested
- If behaviour needs addressing, staff to correct it silently if possible through gestures. Positive behaviour to be praised silently through gestures.
  - Assembly lead to encourage loud, clear voices from the children when they are contributing.
  - To gain silence during assembly (if discussion is used), a raised hand should result in correct sitting and silence (to be used by all staff).
  - F2 – 2 members of staff per class to stay in the hall during assembly (1 either side of the hall) until it is agreed that they can be unsupervised – usually after the first term.
  - Teachers to ensure that there is appropriate staffing in assembly to support pupils with SEND.
  - All teachers are expected to stay in assembly on a Friday (celebration assembly). Teachers are not expected to stay in on a Monday (theme assembly) unless this is a special visitor or to support children as above.

Class to be praised at each of the stages above so that they know what they are doing well.

### **Leaving the Hall**

- Teachers to arrive promptly at the end of assembly to collect their classes (approx. 9.20am).
- Staff are to enter once music begins to lead their classes back from assembly.
- As entering the hall. Children are silent until they are back in the classroom.

Class to be praised at each of the stages above so that they know what they are doing well.

### **P.E/Class Activities in the Hall**

#### **Entering the Hall**

- Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall eg. "Once in the hall, find a space, sit silently facing the front."
- Follow same procedures as for assembly
- Class to be praised at each of the stages above so that they know what they are doing well.



## During the Lesson

- Noise can compromise safety, particularly in a physical activity; explain this to the class.

## General

- At the start of the year, teachers will practise these procedures until they are embedded.
- At all times (outside, in class or in the hall), staff should use a respectful means of gaining the children's attention. The school agreed signal is raising a hand in the air.
- If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. However, as the class learn the expectations, a gentle reminder will be all that is needed as praising all those who are doing what is expected.

## Lining Up Procedures

### End of Play

- A whistle is blown by the lead staff member and all children are to stand still. Other staff members are to ensure that these expectations are being followed by all children. Staff are to support children who have difficulties with this (these children should be known to staff).
- The lead staff member gives the instruction for all children to **walk** to their agreed lining up point and blows the whistle again. Children walk to their lines once the whistle is blown.

**Acorns** line up with the teacher when on the Nursery playground and lineup at the bottom of the steps with the teacher when on the small playground.

**Key Stage 1** lining up points are located outside of the classroom doors when on the small playground and lining up with the teacher when on the astroturf.

**Key Stage 2** lining up points are located outside of the classroom door.

*\*Birklands Class lineup on the playground with the teacher due to the classroom location.\**

### Lining Up

- Staff members raise their hands to indicate that the children are to be silent.
- Class teachers are to ensure that they are punctual and arrive on time as the children are lining up.



- Class teachers are to ensure that behaviour of their lines meets expectations. Children are not to transition into school until this is the case.
- Staff are to support children who have difficulties with this (these children should be known to staff).
- Children are to walk silently into school and go straight into their cloakrooms before getting ready for their next lesson.
- Class to be praised at each of the stages above so that they know what they are doing well.

### **General**

- At the start of the year, teachers will practise these procedures until they are embedded.
- Class teachers should ensure that they are punctual and are outside to greet their classes as they line up.
- At all times, staff should use a respectful means of gaining the children's attention. The school agreed signal is raising a hand in the air.

## **Lunchtime Behaviour Procedures**

The School Rules apply at lunchtime just as they do at other times.

Actions will vary from those in the classroom as the environment is so different.

### **Challenging behaviour**

1. **Quiet word**
2. Two minutes **time-out** (stand with the midday/TA). Child returns to play.

They will speak to the child about their behaviour:

- (a) the reason for the behaviour
- (b) the impact of the behaviour on others
- (c) how can the child move forward when they return to playtime? (repair)

3. If child continues to be challenging, **Midday radios** for (1) Class Teacher (2) SLT member (3) Headteacher.

They will speak to the child about their behaviour:

- (a) the reason for the behaviour
- (b) the impact of the behaviour on others
- (c) how can the child move forward when they return to playtime? (repair)

And remain in the area for a period of time to ensure that the child is settled.



4. If the behaviour **continues to be challenging**, midday radios for staff as above, the child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

### **Beyond challenging**

At times a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the midday will request the support of the (1) Deputy Headteacher, (2) Headteacher or (3) Member of SLT, straight away. The Headteacher or Deputy Headteacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

### **Hall duty**

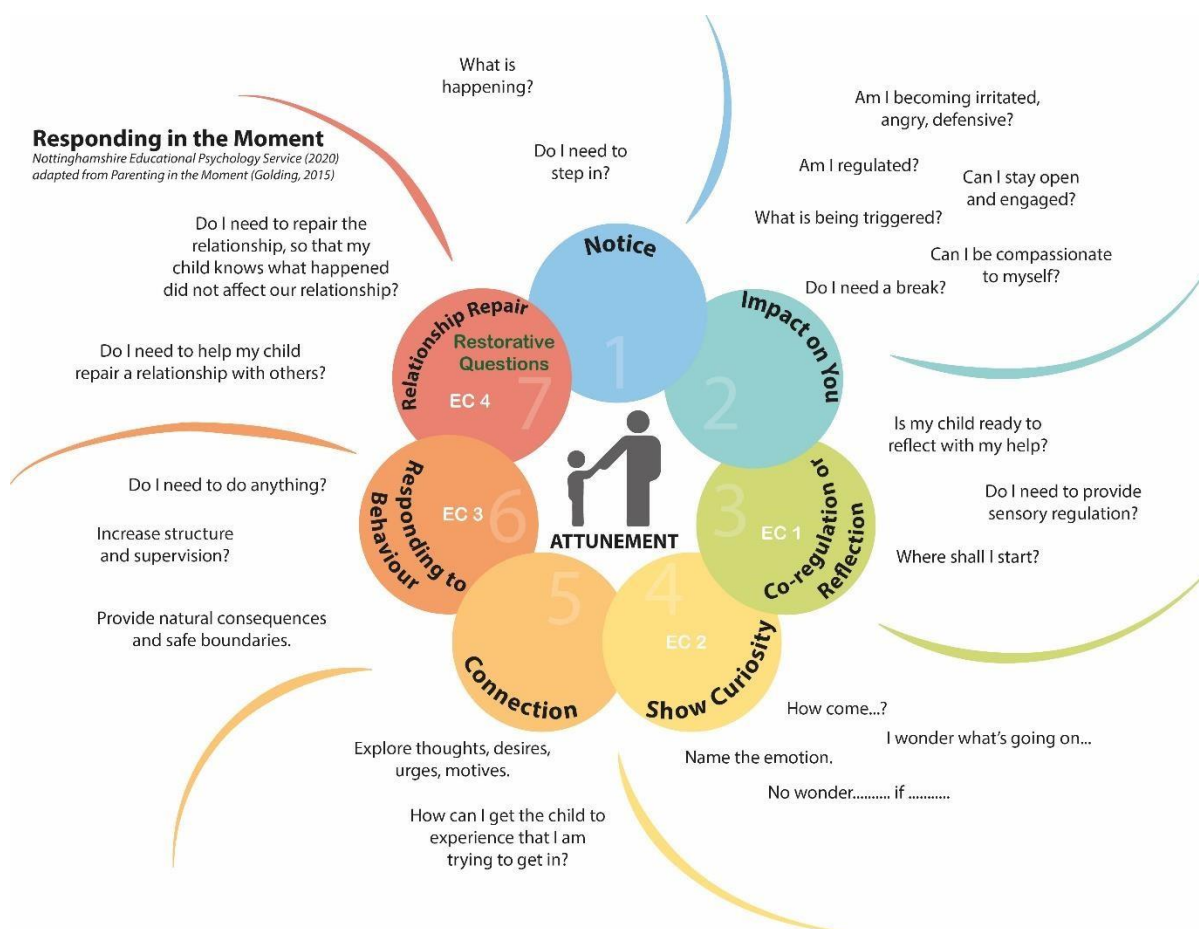
- In the hall, Midday Supervisors are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall. Midday Supervisors should not shout at any point unless there is immediate danger to a child
- At all times, staff should use a respectful means of gaining the children's attention. The school agreed signal is raising a hand in the air. **Whistles are not to be blown inside.**
- The 4 steps for challenging behaviour and beyond challenging, apply in the hall just as they do outside.

### **Lunchtime rewards**

Midday supervisors should award dojos for positive behaviour. They should hand a dojo card to the child so that this can be given to the class teacher when returning after. Praise can then be triangulate and dojo recorded. MSAs to be specific as to why they are giving the child a dojo and link this to our school values.

Each MSA will start each lunchtime with dojo cards. MSAs should aim to give out at least 5 dojos each day.

## APPENDIX 1: Responding in the Moment





## **APPENDIX 2: 15 Things to Build Relationships Tips for Staff**

1. Be who you needed when you were at school. Every child needs a champion.
2. Make regular deposits into the positive bank
3. Know your children well and allow them to know you well.
4. Difficult child or child with difficulties?
5. Separate the deed from the doer.
6. The best apology is changed behaviour.
7. Catch them getting it right more than you catch them getting it wrong.
8. Magnify strengths rather than weaknesses.
9. Strike when the iron is cold.
10. We learn to care by being cared for.
11. Smile at children, it's good for you both.
12. There is always a solution – you need to give your time to find it.
13. Never assume you deserve respect – you must earn it.
14. Calm begets calm.
15. Sometimes the child knows best!

### **Keeping the policy alive**

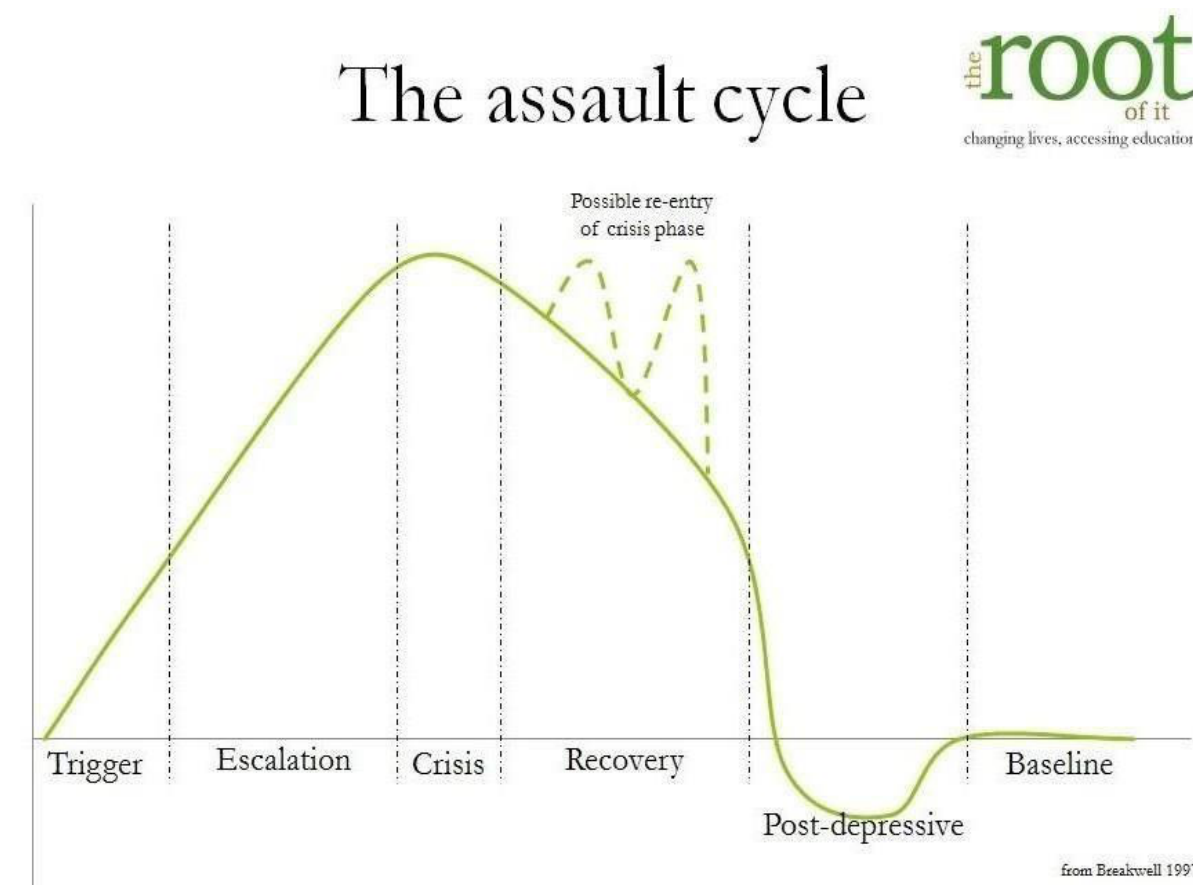
We firmly believe that this policy is a 'way of being'. It is at the core of our school ethos. Therefore, it is important that it is evident in our daily practice.

Strategies to keep the policy alive:

- There is a behaviour section on the staff noticeboard in the staffroom. This is regularly updated by the behaviour lead, providing staff with key information and updates.
- Each 1/2 term there will be a staff meeting section in which the Behaviour Lead will present a scenario for discussion/give the opportunity for staff to problem-solve an issue/share a strategy.
- Behaviour is a standing item at our weekly staff briefings.



**APPENDIX 3: The Assault Cycle**



#### **APPENDIX 4: The Assault Cycle**

##### **The Assault Cycle**



**1. The Triggering Events** - Occurrence perceived by the individual as a serious threat to him/her.

TWO TYPES:

- Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
- Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

**2. Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

**3. Crisis Point** - Aggressor explodes into violent acts against the threat.

**4. Recovery Phase** - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

**5. Post-Crisis Phase** - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

#### **APPENDIX 5: Restorative Questions**

Examples of types of questions that could be asked when challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?

- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

## APPENDIX 6: Positive Handling Report Form

**Peafield Lane Academy**

**Positive Handling Report**

Information about the child – This can be filled in retrospectively


Name of pupil					
Date of Birth:		Class:		Year:	
SEN Level	None	ASN	AFN	HLN	HCP
Previous logs?					

Incident report – To be completed by person handling the child

Incident Start Time		Day		Date	
Place incident started					
If incident took place over more than one area provide information on where the child moved to and how they moved there (e.g. "handled to...", "walked willingly to...", "ran away to...")					
Incident End Time		Approximate time being handled.			
Child handled by:		Supported by:			
Witnesses (adults)		Witnesses (pupils)			
I restrained this child because...					
Describe restraint methods/levels used					
Any injuries received by pupil or restrainer					
What led to the child's behaviour requiring intervention?					
Describe child's behaviour during the handling period including responses by adults.					

How was the child calmed and what happened in the hour following the incident			
Any medical attention required			
Form completed by		Signed	
Witness signature		Date	
Parents informed By:		Method and time:	
Headteacher Signature		Date	
What actions are being taken to support this child in future. Describe them here or refer to any SEN action plans that are being put in place.			

## APPENDIX 7: Behaviour Plan

 **BEHAVIOUR SUPPORT PLAN**

Name: _____				Year: R _____		Class teacher: _____	
Term: 2 _____				Date: _____			
Agencies/ Professionals Involved: _____							
DESCRIPTION OF BEHAVIOUR	KNOWN TRIGGERS	FUNCTION OF BEHAVIOUR	PROACTIVE SUPPORT				
Describe behaviour: be objective; use clear, accurate and precise descriptions, eg: refusal, physical, verbal, withdrawal	External: Such as: people, demands/contexts Internal: Such as hunger, pain, sensitivity or mood	Identify what the behaviour communicates/intention of behaviour	Describe what actions are taken to prevent or reduce likelihood of incidents occurring				
			•				
			•				
			•				

## APPENDIX 8: Pupil Risk Assessment

<div> <div> <div>++</div> <div> <div>Name of child:</div> <div>Year:</div> <div>DOB:</div> </div> </div> <div> <div>Purpose:</div> <div>To support the prevention of actions by pupil with SEND in causing harm or distress to themselves, pupils, and staff (1 to 5, with 1 being a low risk and 5 being a high risk)</div> </div> </div>				
Area of Risk	Nature of Risk	Previous Action taken to minimise the risk	Further Action planned to minimise the risk occurring	Level of Risk in response to Action Planned
1. Harm or distress caused during class time	<ul style="list-style-type: none"> <li>Pupils and staff are subject to inappropriate or threatening comments from the pupil</li> <li>Pupils and staff are subject to physical aggression from the pupil</li> </ul>	<ul style="list-style-type: none"> <li>Personalised timetable focussed on de-escalation strategies</li> <li>1:1 for XX provided in class</li> <li>Individual Pupil Profile detailing strategies to use in class to reduce the likelihood of escalation as well as strategies for responding to any concerns/anxieties raised</li> </ul>	<ul style="list-style-type: none"> <li>Seating arrangement in place gives XX breakout space within the classroom</li> <li>1:1 support for XX provided where required which includes work around self-regulation and managing difficult emotions in line with identified Communication and Interaction needs</li> <li>1:1 daily well-being check <u>ins</u> with XX <u>in</u> order to respond to any concerns/anxieties raised</li> <li>Class routines and flexible timetable offering choice are offered to ensure XX is part of the same routines as others at the same time, but has the flexibility to do other activities when feeling anxious</li> <li>XX to leave the classroom with the 1:1 TA to deregulate / complete activities informed by B Squared assessments</li> <li>De-escalation plan reviewed and updated by school and other professionals with a focus on reintegration into the classroom</li> <li>All staff have received CRB training to use in an emergency</li> </ul>	LOW / MEDIUM (1 to 3)

## APPENDIX 9: Pupil De-Escalation Plan

### XX De-escalation plan

(To be reviewed every 6 weeks at least, sooner if required)

<div> <div>++</div> </div>				
Number	What does XX look like/ sound like?	Management strategies	Next steps	Who needs to know?
1	XX will be smiling and making eye contact and showing good listening. XX will be engaging with his now and next either 1:1 or within the class setting. XX will be engaged and focused on the task.	<p>Follows classroom routines, check in with XX and offer praise for the effort. Encourage him to complete class work within <u>given</u> time (use of timer).</p> <p>Use of positive reinforcement (football related).</p>	<p>Continue to praise XX 'Well done XX, you have worked hard in math's' Remind XX of rewards and now and next.</p> <p>Three box activities choices.</p>	Others who are included in praise, staff to give out DOJO's. DOJO message home to parents if XX has had a <u>particular</u> good day or produced high quality work which will go in his folder.
2	Looks away from staff members, turns his back staff members, walks over to the window or will walk out of the classroom to the door and may walk out of the classroom.	<p>Give XX space and acknowledge the change in <u>behaviour</u> and offer an alternative such as math's booklet.</p> <p>Remind XX of the positives so far (see 1) and the positive reinforcement (football related).</p>	<p>Adults to <u>keep close</u> eye on XX and escalation scale. XX work partially completed, peers remain on task.</p> <p>Continue to offer positive praise and opportunities for sensory breaks if needed.</p>	KS leaders to be informed. XX to be reminded of expectations and strategies.
3	XX would begin making noises (cat noises – meowing) at his table or walking around the classroom. XX will become defiant and refuse to follow instructions and say 'No'. XX will begin damaging school property <u>e.g.</u> kicking over plant pots.	<p>Distract with jobs, other tasks or reminding of time he will have outside (playing football/ forest school).</p> <p>Praise children around XX to encourage him to follow suit. Give him space if he isn't following instructions.</p> <p>Give XX the opportunity for sensory break away from the classroom.</p>	<p>VS/ SB/ MT to check and distract XX.</p> <p>Peers continue to work. Class teacher to halt class if deemed unsafe. Staff remain vigilant.</p> <p>XX to be offered choices (2) and reminded of his timetable</p>	<p>All staff in building to ensure safety of children and XX, years 3 children on task and not to engage with XX, XX told its ok to take some time to himself</p> <p>Phone call home to inform parents that XX is currently at a <u>three</u> on the plan.</p>

**APPENDIX 9: School Rule Widgits**

