

Behaviour, Relationships and Children's Mental Health Policy

Meadow View Primary School



Approved by:	Head Teacher – Jenni Logan	Date: September 2020
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Next review due by:	September 2021	

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Behaviour, Relationships and Child's Mental Health Policy

Statement of Intent

Our Policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play, safely and to encourage the involvement of parents/carers in the development of their child.

At Meadow View Primary we aim to meet the needs of our pupils through:

- Providing a safe, positive, nurturing and caring environment where optimum learning takes place
- Provide clear guidance for pupils, staff and parents of expected levels of behaviour
- Use a consistent and calm approach with unconditional positive regard
- Ensure all adults take responsibility for managing behaviour and following up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments – this does not mean that actions don't have consequences, rather that natural consequences are more likely to modify behaviour to that which is expected in school.

Purpose of the behaviour policy:

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem, resilience and self-discipline
- Teach appropriate behaviour through positive modelling and intervention

All staff must:

- Be positive and aim to use praise as much as possible
- Take time to welcome pupils at the start of the day
- Ensure that they model and reinforce positive behaviours through the power of 3: Aim High, Safe and Kind.
- Always pick-up on pupils who are failing to meet expectations
- Always redirect pupils by referring to and using the language of; 'Aim High, Be Safe, Be Kind'
- Use different strategies suggested by Jason Bangbala outlined in our school diaries.

The Senior Leadership Team must:

- Be a positive, visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers etc.
- Ensure staff training needs are identified and met
- Use available data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

Members of staff who manage behaviour well, will:

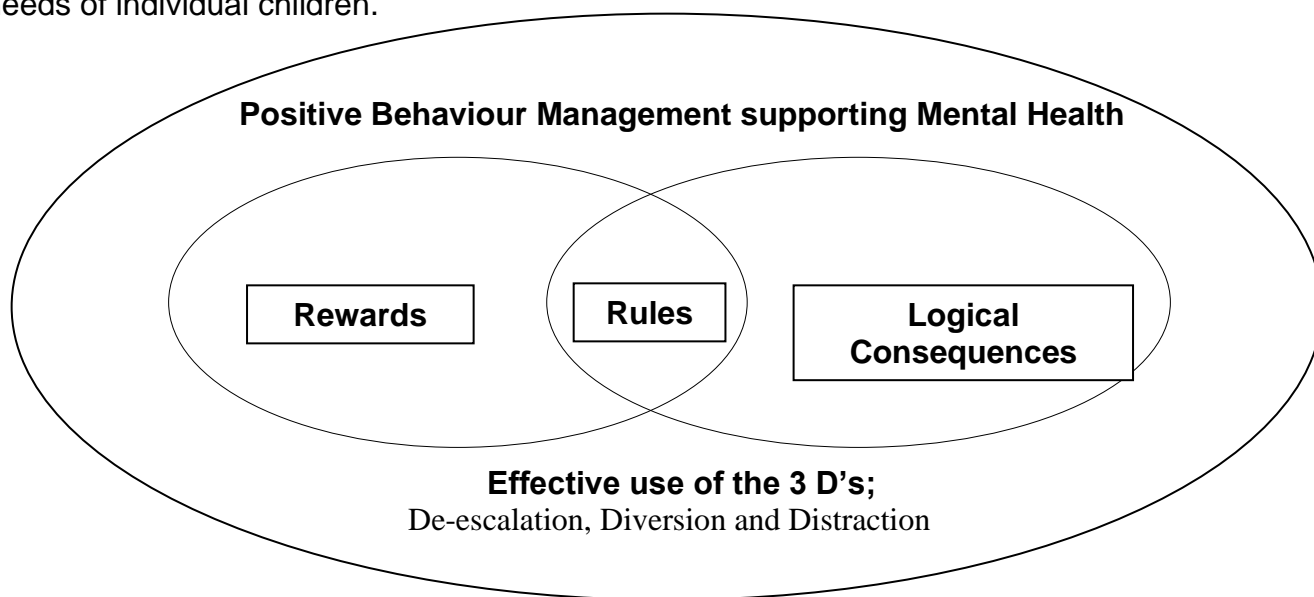
- Be Positive
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion to all pupils and adults

Pupils want teachers to:

- Care about them
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Seek additional support when necessary

Refer to Meadow View flow chart for consistency of expectations.

We have structured our policy with clear **Rules, Rewards** and **Logical Consequences** whilst supporting a child to have positive mental health. At all times staff are encouraged to use a range of **de-escalation, diversion** and **distraction** techniques which are sometimes tailored to the needs of individual children.



Rules

The School Rules – ASK!

- Aim High
- Safe
- Kind



These rules are clearly displayed in each classroom.

We all encourage children to ‘ASK’ for support if they need it. We also encourage all children to have a voice in their own behaviour and the behaviour of others.

The high expectation of good learning behaviours runs throughout school with a consistent verbal and visual signal to stop of : 3 – good looking, 2 – good listening, 1- good sitting.

Posters of this to be displayed in all classroom.

During free flow FS will use ‘show me 10 fingers’ to indicate that child should stop playing and listen to the adult for instruction.

Rewards

Visible Consistencies	Over and Above Recognition
<ul style="list-style-type: none"> • Praise • Strategies linked to improving mental health on ROAR thermometer • Modelling the behaviour we expect • Daily meet and greet • Persistently catching pupils doing the right thing • Reward Charts • Picking up on pupils who are failing to meet expectations • Accompanying pupils during school transitions • Praising in public (PIP), Reprimanding in private (RIP) • Consistent language • Use of Jason Bangbala strategies • Texts home for reading at home. • Texts home for spelling results. 	<ul style="list-style-type: none"> • Certificates – Star of the week. • Stickers – FS – Y1 • Positive Phone call/text home (at least 3 per week – <ol style="list-style-type: none"> 1. Target child 2. Child who has improved a learning behavior 3. Always Child. • Verbal praise • Notes home – emails or texts • Show work to another adult/s • SLT praise • Special jobs • Head Teacher award • Top Table text daily – Y1 – Y6 • Top Row text daily – FS2 (FS1 later in the year)

<ul style="list-style-type: none"> • Texts home for times table results 	
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Stepped Restorative Strategies - Use pupil's name, pupil level, eye contact, deliver message

1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to (Aim High, Be Safe, Be Kind) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.) (learner's name), Do you remember when (model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. Reflection Time	<p>I noticed you chose to (noticed behaviour) You need to..... (Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to..... (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes EYFS may also use Time In strategies to direct a child to be with an adult to model the behavior expected.</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>
4. FOLLOW UP – REPAIR & RESTORE	<ol style="list-style-type: none"> 5. What happened to you? (Neutral, dispassionate language.) 6. What were you feeling at the time? 7. What have you felt since? 8. How did this make other people feel? 9. Who has been affected? What should we do to put things right? How can we do things differently? What might be a good choice?

Positive relationships are a crucial part of this process. It is not the severity of the sanction, it's the certainty that this follow up will take place that is important. Staff must make time to follow through on all incidents.
Parents will be informed of any significant incident, away from the pupil, by the class teacher or adult who dealt with the incident. SLT will support these discussions where necessary.

Sanctions should

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that pupils and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the pupil.

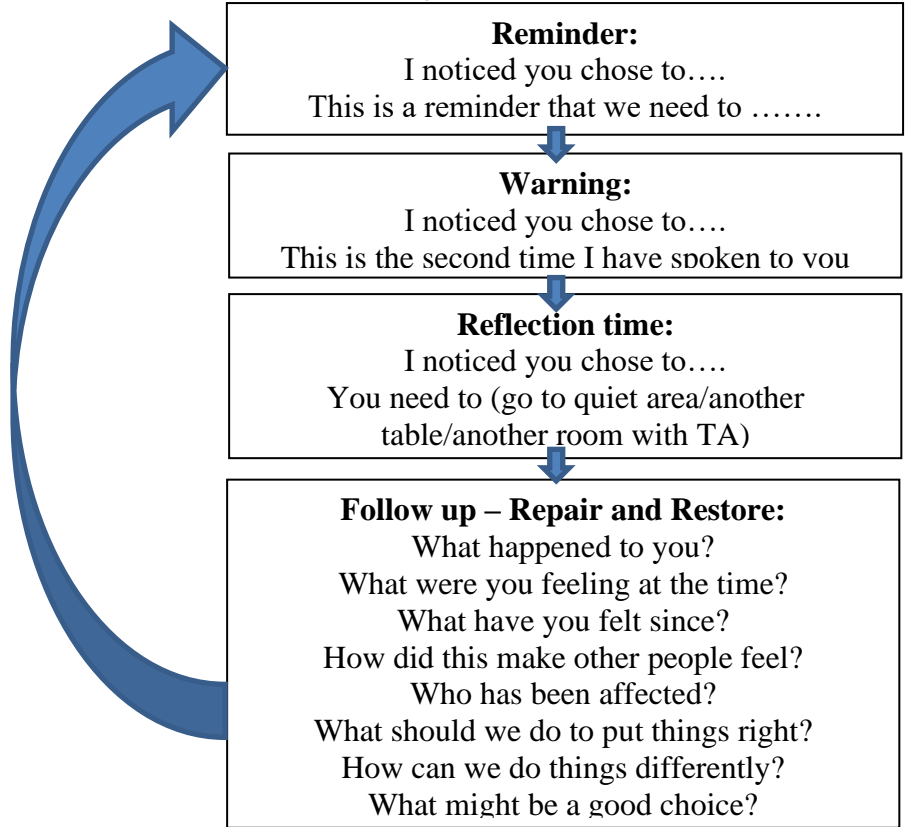
Use of REPORT as a sanction

Reports should only be used in extreme cases, where teachers are not seeing any impact from the use of praise or the 4 stepped restorative approach.

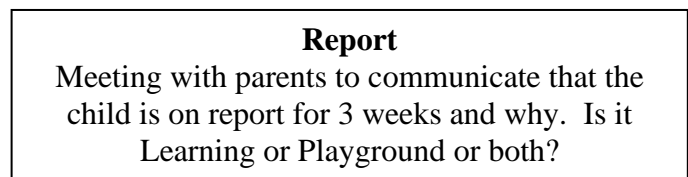
Meadow View use of REPORTS in class	
1. REPORT Child in classroom	Ensure you have talked to parents about the use of report and why. Ensure that you are clear about the behaviour you are aiming to rectify – is it classroom, playground or both. Teacher to set clear, achievable outcomes and write these on the report with parents and the child signing the report. Ensure consistency of application of the report – if the Learning Target is not met then the learning must be completed at some point. This may be in isolation, in internal exclusion or at home. Do not remove playtime or lunchtime as this is time when they need to regulate. – If the Playground Target is not met, then a lunchtime detention with a member of SLT should be given. All reports should be shown to a member of SLT every day
2. REPORT Child in internal inclusion	If a child is repeatedly not achieving Learning Target then a decision with SLT may be made for the child to work with their Class TA in internal inclusion. This decision needs to be explicitly communicated with parents. Should a child not meet targets in internal inclusion, parents to be notified and fixed term exclusion may be considered if the child is being unsafe towards themselves, other or affecting the learning or others.

Refer to Meadow View flow chart for consistency of expectations.

Meadow View Primary School Behaviour Flow Chart

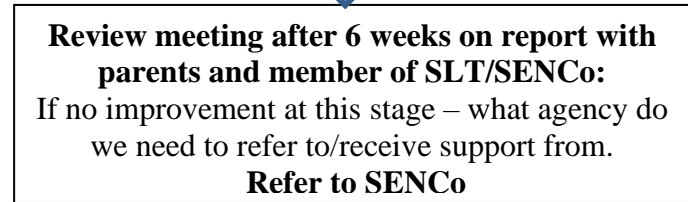
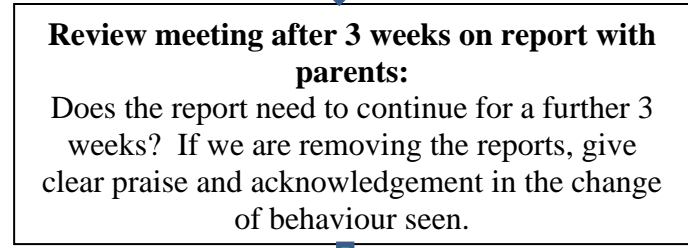
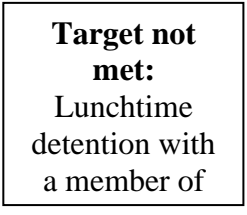
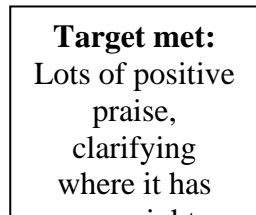
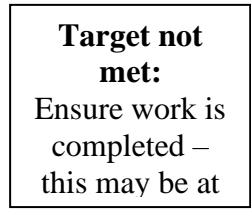
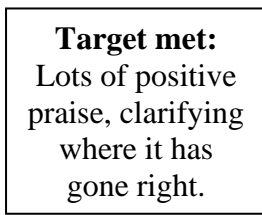


If this is happening more frequently than 2 or 3 times per week then.....



Learning

Playground



Extreme Behaviour / Exclusion

Throughout this process if the behaviour is extreme and is seen as a danger to themselves or others, then an internal or fixed term exclusion can be authorised by a member of the Head Teacher. Whist a child is on report and they are clearly not trying to achieve their target an internal or fixed term

Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences / trauma, and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most specially trained staff in trauma-informed strategies to build relationships with each individual pupil. These pupils will have bespoke 'Positive Handling Plans' called a Hierarchy of needs plan and will access enhanced packages of support through the inclusion team, as directed by the SENDco.

When dealing with an episode of extreme behaviour, a pupil may need to be restrained if they or another person is, or could be, in danger of harm. This will only be used as last resort and all teaching and support staff are fully trained in team teach strategies and have accessed basic trauma-informed training.

The school will record all serious behaviour incidents on Safeguard and any restraints will be recorded in the Bound and Numbered Book. This will be copied for parents.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:

- The pupil needs time to reflect on their behaviour
- To give the school time to create a plan which will support the pupil better
- The pupil being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include periods of internal exclusion with a member of the SLT or Head Teacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Meadow View Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the pupil safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in line with Team Teach training and should call for support if needed. Only staff who have been trained in physical restraint should restrain a pupil. All staff working in a year group or phase team should be aware of who has completed the Team Teach training.

All staff should report incidents directly to a member of the SLT and they should be recorded on CPoms and complete a violence to staff report. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each pupil under our care. It is important for adults to reflect on the situation which led to a violent incident, and learn from the incident, its triggers and our actions in response. Pupils who attack adults may do this for several reasons; as adults we need to still show compassion and care for the pupil.

Behaviour at Lunch Time

Behaviour at lunch time is recorded and monitored by the School Meal Supervisor Assistants. Children who are finding it difficult to behave appropriately at lunch times and have had repeated incidents in a term will be put on report and will be checked on a daily basis by a member of the Senior Leadership Team. Activities and games are provided at lunch time to encourage structure to the free time and develop children's social communication.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when pupils are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Head Teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.