

What to do – Behaviour

This document is written in conjunction with Palace Fields Primary School Behaviour Policy which is available on the school website: <http://www.palacefieldsprimary.org.uk/page/school-policies/36327>

Principles

Palace Fields Primary School is a values driven community that supports the development of positive behaviour in a happy, secure, safe and caring environment.

Our Behaviour Policy is underpinned by our core values:

Ambition
Creativity
Ownership
Resilience
Nurture

Within our school community we have the expectation that everyone (staff, pupils and parents) promotes our values within and outside the school grounds.

The vast majority of children at Palace Fields Primary School are always eager to learn and work to the very best of their abilities. They are happy at school and create positive relationships with their peers and the adults they share their school with. There are, however, occasions when the behaviour of a small number of children may impact on the happiness of others or impact their learning. For these reasons the school needs a clear policy regarding behaviour.

Aims

To have the highest expectations of pupil behaviour in order to maximise their opportunity to achieve.

To enable all children to access education successfully.

To praise and reward positive attitudes to behaviour and work to maintain fairness and consistency.

To encourage self discipline and ensure pupils are able to accept responsibility for their own actions.

To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

Thrive

Thrive is a therapeutic approach to help support children with their emotional and social development. The Thrive approach offers practical strategies and techniques and is built around online assessments termedly, which identify children's emotional development and provides action plans for their individual needs.

All children are assessed and from this intervention is planned as a whole school approach. All children at Palace Fields access Thrive within classes following whole school training. The Thrive approach is also the basis for our restorative conversations outlined below.

Addressing emotional development needs builds resilience and resourcefulness, decreases the risk of mental illness and helps those children who are at risk of underachieving or exclusion to stay in school and re-engage with learning.



What to do – Behaviour

Our Thrive practitioners work with groups and individuals who have been identified as requiring further support following an assessment process. All children will receive Thrive support in class from the class teachers to help them make the correct choices as the Thrive approach underpins our interactions.

Thrive may also form support as part of an Individual Behaviour Plan (IBP) if deemed appropriate.

Learning Behaviours

A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018). At Palace Fields Primary School our learning behaviours are: **Active Listening, Everyone Engaged, Job Done, Teach and Support** and **Explain and Elaborate**. As we teach pupils how to show these learning behaviours and they become embedded, the pupils become more motivated, engaged, and determined to succeed. Staff members provide specific descriptive feedback to pupils using this common language throughout every lesson starting in Early Years Foundation Stage through to Year 6 enabling our children to become independent learners ready for secondary school and beyond.

What to do – Behaviour

Behaviour and Discipline

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils, promote self-esteem and confidence; leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents/carers will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions.

Positive Reward Systems

- All children and groups will be provided with verbal praise which links to the value seen and the verbal feedback will be clear and specific
- Children showing our values will be presented with a leaf on the values tree and will become VIP for the week
- Children will be awarded dojos linked to our values which will convert into House Points
- Attendance awards will be awarded weekly

Houses and House Points

- All children have been divided into four houses and they collect house points converted from their dojos. The winning house each term will be awarded a book and a certificate

Recognising Successes

- Stars of the Week certificates will be awarded in celebration assembly
- Positive postcards will be sent home to recognise hard work and celebrate success
- Reading Band and Times Table certificates awarded to celebrate moving up levels in celebration assembly
- In class recognition for reader of the week, spelling bee and also handwriting hero awarded by class teacher.

Low Level Disruption

Pupils who wish to succeed are always actively engaged in lessons and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for pupils to remain on task for a number of different reasons but we will remind them that they learn best when they are engaged. It also means that other pupils can learn without disruption and allows the teacher to teach. We expect all pupils to act appropriately both in and outside of the classroom e.g. along corridors.

When in assemblies, pupils are expected to be silent and appropriately behaved. Staff will raise their arm to show they wish to gain attention of the group and it is expected that pupils respond immediately.

Emphasis should be on good teaching and positive reinforcement of expected behaviour. A range of strategies including non-verbal and verbal cues will be used before progressing to any sanction. Sanctions linked clearly back to rules do however ensure children are clear about the high expectations we have of them and how this impacts on their learning.

More serious behaviour

When low level disruption may be impacting on learning of the class or group, teachers need to use a range of strategies to minimise this for both the individual and other pupils.

Following these class-based strategies, if required to take a short period of time out of class, the pupil will take work accompanied by a member of support staff into a quiet area to refocus until the pupil is ready to return to class. If this

What to do – Behaviour

occurs on more than two occasions during the lesson, the child will be spoken to by a senior leader. If this continues, a lunchtime sanction will be put in place.

On occasions the choices made by a minority of pupils are such that they are logged on our secure system - CPOMS. At this point parents will be contacted:

- Physical: full contact brawl, or when a mark is left on a child
- Swearing: when heard by an adult or reported by a reliable child
- Vandalism: damage to school or personal property in the school
- Racism: saying or doing things to another which are related to race and hurtful
- Bullying: using your body or words to hurt or upset someone several times on purpose
- Stealing: proven stealing.

(See Behaviour Flow Chart)

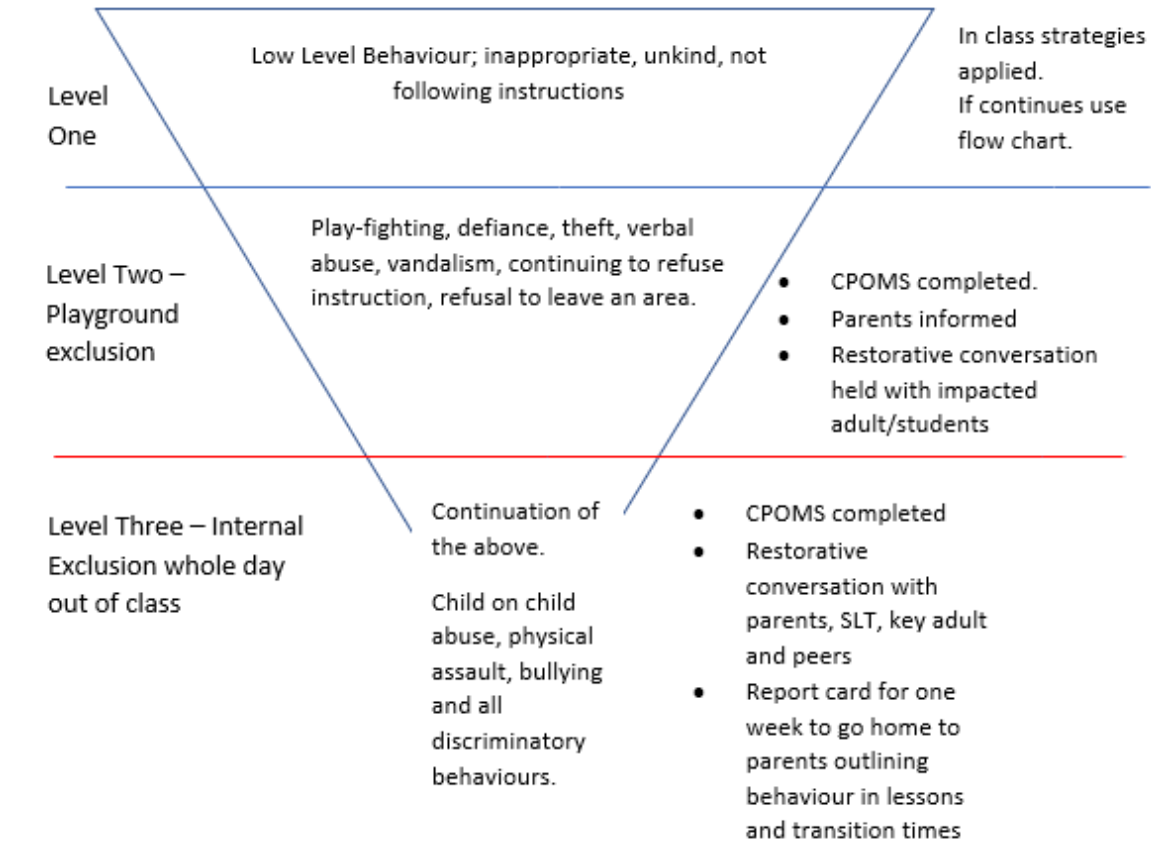
In exceptional circumstances, the Executive Principal will suspend a child from school for a suitable period of time. The Executive Principal has the power to suspend a child from school for up to 45 days. During this time, work will be set by staff on Seesaw and parents are expected to supervise children completing this. Paper copies can also be provided.

Please see the Exclusion Policy from the trust available on the website at:

http://www.palacefieldsprimary.org.uk/serve_file/5654647

What to do – Behaviour

Behaviours have been split in to three levels with a flowchart for procedures for each level. The below diagram demonstrates the types of behaviour at each level and how this is logged. On the following pages are each level detailing the flow chart of procedures at each stage.

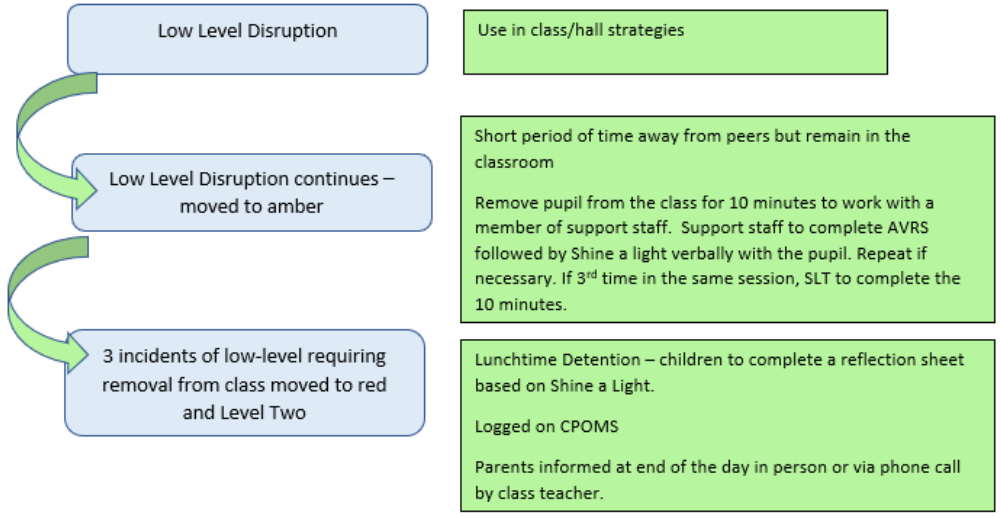


Severe incidents may accelerate this process and should be referred to a member of SLT immediately. This is an annual process and will be a fresh start each year.

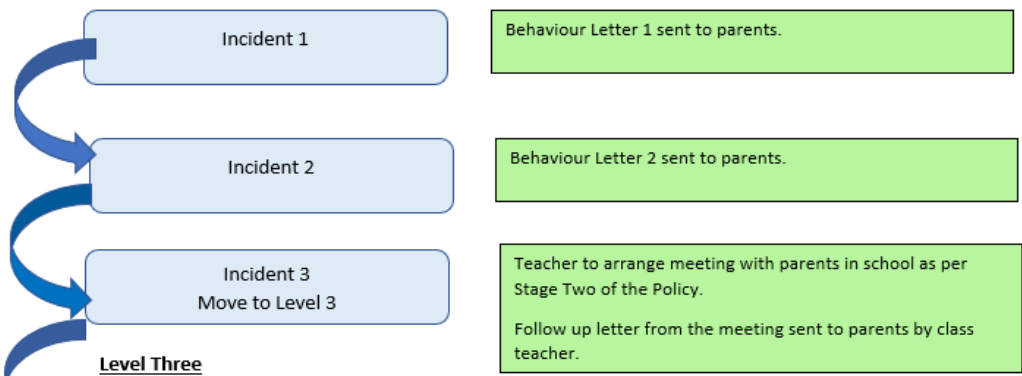
What to do – Behaviour

Level One Incident Flow Chart

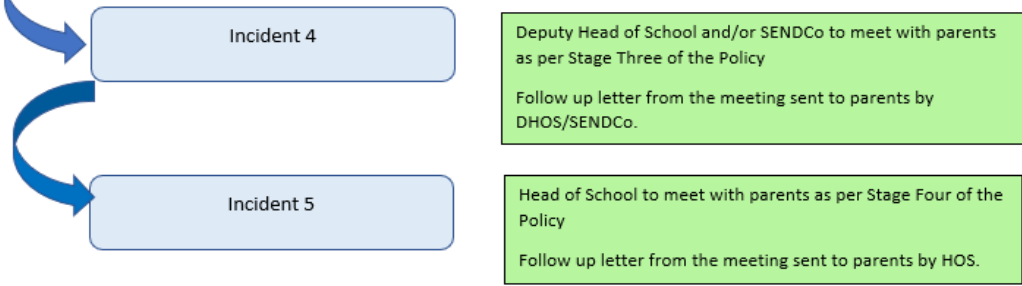
Full Flowchart



Level Two

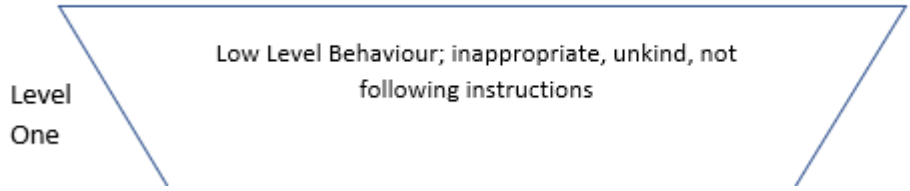


Level Three

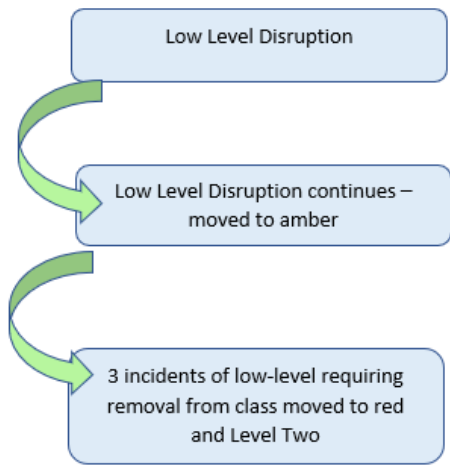


What to do – Behaviour

Level One Behaviour Flowchart



In class strategies applied. If continues use flow chart.



Use in class/hall strategies

Short period of time away from peers but remain in the classroom

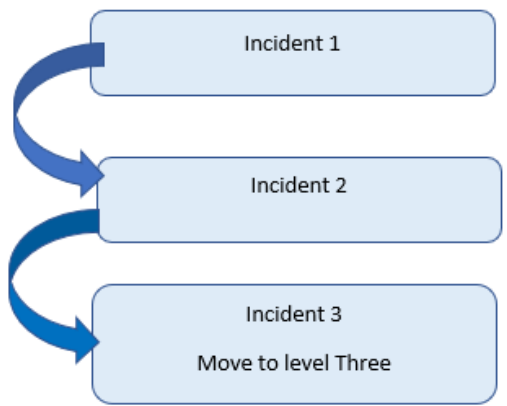
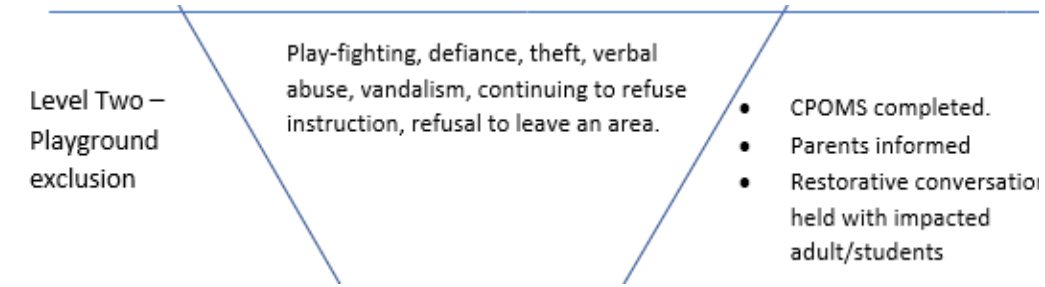
Remove pupil from the class for 10 minutes to work with a member of support staff. Support staff to complete AVRS followed by Shine a light verbally with the pupil. Repeat if necessary. If 3rd time in the same session, SLT to complete the 10 minutes.

Playground Exclusion – children to complete a reflection sheet based on Shine a Light.

Logged on CPOMS

Parents informed at end of the day in person or via phone call by class teacher.

Level Two Behaviour Flowchart



Behaviour Letter 1 sent to parents.

Behaviour Letter 2 sent to parents.

Teacher to arrange meeting with parents in school as per Stage Two of the Policy.

Follow up letter from the meeting sent to parents by class teacher.

What to do – Behaviour

Level Three Behaviour Flowchart

Level Three – Internal
Exclusion whole day
out of class

Continuation of
the above.

Child on child
abuse, physical
assault, bullying
and all
discriminatory
behaviours.

- CPOMS completed
- Restorative conversation with parents, SLT, key adult and peers
- Report card for one week to go home to parents outlining behaviour in lessons and transition times



Incident 4



Incident 5

Deputy Head of School and/or SENDCo to meet with parents as per Stage Three of the Policy
Follow up letter from the meeting sent to parents by DHOS/SENDCo.

Head of School to meet with parents as per Stage Four of the Policy
Follow up letter from the meeting sent to parents by HOS.

What to do – Behaviour

Influencing Change

All staff are to follow an agreed consistent approach to managing behaviour in the classroom. Remind ourselves about:

- establishing and maintaining good and positive relationships
- meeting and greeting – morning, playtime and after lunch
- positive body language – non-aggressive
- praising the specific behaviours expected in the classroom
- using tone and volume of voice to engage and develop nurturing ethos to promote learning
- ensuring the environment is engaging and stimulating
- sharing expectations for routines and remind children of what you are wanting so that they are clear
- rewards and incentives to encourage and recognise when children have made the right choices
- differentiation and match in planning to make sure children can access the learning and are challenged at the correct level
- being consistent and fair if you need to apply consequences
- using non-verbal signals so that the pace of learning is not disrupted

How to Manage Low Level Behaviour

Palace Fields Primary School has a behaviour policy and procedure in place, however, before a situation escalates there are a number of strategies we can use in the classroom to prevent having to reach for the procedure. They won't always work but may reduce the number of incidents to a minimum and improve the learning behaviours in the classroom.

If you need to give a verbal warning, speak to the child directly not across the room. Ask yourself the following questions:

- Been specific in exactly what you want?
- Checked the child has understood the instructions?
- Given take up time?
- Tried different behaviour strategies?
- Praised at the right moment – catch them being good?
- Involved other staff to help support the children to focus on learning?

Refocus through a WIN conversation: Don't be verbally misled by arguing pupils. Refocus them on the issue by using a statement of understanding e.g. I understand you are feeling X but I need you to X thank you.

Thrive – AVR/ Shine a Light

As a staff we will de-escalate behaviours and support pupils developing their self-discipline through the use of AVR conversations. This stands for attune, validate, regulate.

Attune – Be alert and attune to the pupils feeling showing you can see how they are feeling through non-verbal cues.

Validate – Validate the pupil's emotion/experience/perspective. This stage needs to happen before pupils can be supported to regulate themselves.

Regulate – model how to self-regulate and guide the pupil through this process

Once regulated, pupils are then able to reflect on behaviours and begin to learn from these. It is at this stage the Thrive 'Shine a Light' will be used. This focuses on four key questions for the pupils to answer.

1. What did I do?
2. Why did I do it?
3. What was I feeling?
4. What could I do differently next time?

What to do – Behaviour

It is important we teach children to regulate however, it is also important that we do not condone the behaviour so pupils understand the behaviour displayed is unacceptable and may require a consequence.

Lessons need to be engaging. They should be well-paced and offer the right amount of interest and challenge. Pupils who are inspired and actively involved in the learning process are far less likely to opt for disruptive behaviours.

- **Positive ethos:** Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the pupils who are on-task and complying with the classroom guidelines.
- **Meet and greet:** Some pupils are simply not in the right frame of mind at the start of the day or the lesson. Ensure you are at your classroom door to welcome children in from 8:40.
- **Non-verbal language:** Be aware that more than 60% of all communication is non-verbal. What is your body language saying? You may need to make the non-verbal signals you use explicit for the children by rehearsing them to ensure a shared understanding.
- **Voice matching:** Your voice should be at the volume and intonation you expect from the pupils. A loud and aggressive voice will usually result in a loud and aggressive response.
- **Proximity:** Simply standing near the off-task pupil will often be sufficient to make them consider their behaviour.
- **Proximal praise:** Rather than giving random praise, spot the off-task pupil and make sure you praise the pupil nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour. The praise needs to be specific to the behaviour you expect.
- **Positive language and use of praise:** Catch the pupils doing the right thing and verbally recognise this with specific feedback.
- **Self-calm:** Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you.
- **Move in:** If you are speaking to an individual pupil, don't shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach.
- **Move out:** Once you have spoken to the pupil, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the pupil to make a good choice without the stress of your presence.
- **Personal space:** For most of us, personal space is approximately the radius of an outstretched arm; any further away and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.
- **Use first names and thank you:** When giving instructions, praise or any verbal comments be prepared to use first names. Pupils may need to be made aware that you want their attention so that they are tuned into instructions. Make the language you use accessible- you may have to differentiate your vocabulary. Always say thank you after giving an instruction as this presumes compliance.
- **Check for understanding:** Ask questions of all pupils to ensure full understanding and to reinforce your expectations both for learning and behaviour.
- **Broken record:** Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.
- **Time out / Change seat:** A change of environment will often help to focus a pupil. Don't forget, the emphasis should be on time. Make sure you have a plan of how to reintegrate the pupil back into your teaching group.
- **Responsibility:** Give pupils who are prone to low-level disruption a post of responsibility within the classroom.

What to do – Behaviour

- **Avoid sarcasm:** While some comments may seem appropriate to you at the time and are intended to be taken in a light-hearted manner, they can be very damaging to your relationship with pupils.

Prevention

Instead of dwelling on the number of behaviour incidents and trying to work out ways of how to tackle the problem, change your focus and concentrate on what kind of behaviour and 'on task' activities you want and how to achieve this. We may need to 'reframe' the way we talk and think about particular pupils or groups so we believe that our high expectations are achievable.

Lessons need to be engaging. They should be well-paced and offer the right amount of interest and challenge. Pupils who are inspired and actively involved in the learning process are far less likely to opt for disruptive behaviours. Refer to our school's core values: Ambition, Creativity, Ownership, Resilience and Nurture when discussing behaviour with pupils to ensure consistency of message.