

Spring Meadow Infant and Nursery School

BEHAVIOUR POLICY

A Therapeutic Approach to Behaviour

Introduction

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Cambridgeshire Steps in the academic year 2018-2019. This policy outlines the purpose, nature and management of behaviour in our school in line with Cambridgeshire Steps.

Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. Pro-social behaviour makes effective teaching and learning possible. Anti-social behaviour disrupts this process. Behaviour is linked to social and emotional development and the key is to create a caring and nurturing ethos within which behaviour management takes place. Our first key value for our children is kindness. The children strive to be kind at all times and each class uses this value to agree on all acceptable behaviours.

Most children at Spring Meadow epitomise the key value of kindness, able to explain why an act is kind or in rare circumstances, unkind. However, there are children who need help to develop pro-social behaviours. We recognise that there needs to be support for those children who exhibit anti-social behaviours which may be difficult and dangerous and this policy outlines how we strive to support these children. We know that behaviour is essentially a form of communication and we work hard to understand what a child's behaviour is telling us. We endeavour to provide the support and strategies necessary to enable children to learn self-control and develop pro-social responses.

The School's Therapeutic Approach

At Spring Meadow we have a therapeutic approach to behaviour management and we have high expectations of everyone. We believe that our school should be a happy and secure place for all. Our children are very young with the vast majority of children exhibit excellent behaviours. We provide continuous praise for good behaviours and children strive to replicate those seen in others. Our children love instant rewards and we use stickers, and work sharing as well as certificates to provide a fair and equitable response to good models of behaviour.

We all work together to promote pro-social behaviour, to respond to individual needs and to encourage a collective sense of responsibility. All staff have day-to-day responsibility for the behaviour of the children both in classes and around school. A happy, caring environment is important to all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Politeness, good manners and care for both people and property are expected. Classes have collectively produced charts which provide a reference point for the children to be clear about what being kind means, they also articulate what it means to be brave and curious. These three values form our behaviour management approach so that every child is able to buy-in to being self-motivated and wanting the best outcomes for themselves as well as their friends.

Children are encouraged to help each other to behave pro-socially and to support those who are experiencing difficulties. Restorative approaches and times of reflection are encouraged through discussion and self-evaluation. Our PHSE programme supports such strategies. Staff are firm, fair and consistent in their actions with children and endeavour to respond therapeutically in line with Step On training. In meeting the needs of all children, we strive to be inclusive.

First Steps

We recognise that a number of children need further support to enable them to be kind at all times. These are often children who display repetitive, low level behaviours which regularly disrupt the day-to-day learning in class. We have a wide range of strategies to enable these children to make positive changes to their behaviour. We may/will...

- Talk to the child respectfully and calmly
- Listen
- Arrange a meeting to talk to parents about our concerns
- Create a behaviour plan tailored to meet an individual's needs
- Enlist the support of colleagues

- Use positive phrasing
- Offer limited choice
- Disempower the behaviour
- Move the child away from the group (in their own classroom)
- Ask the child to work in another classroom
- Ask a pupil to catch up on missed learning at playtime or lunchtime
- Offer sensory breaks
- Keep a log of behaviours
- Ensure there are consequences

The Deputy Head Teacher will support these children and talk to them about their behaviour and the effect it is having on both their learning and that of others.

Next Steps

A small number of children need bespoke provision (beyond First Steps) and have Risk Management Plans. These children may display more extreme behaviours that are difficult and dangerous. Where appropriate, staff will know how these children are being supported so that there is a whole school team approach. We may/will...

- Speak respectfully and calmly
- Listen
- Attempt to reduce anxiety
- Do everything we can to avoid escalation
- Use scripts
- Allow recovery time
- Act to ensure the safety of all pupils and staff
- Ensure there is a safe place to calm down and/or work
- Follow our Positive Handling Policy
- Allow time to reflect, repair and restore
- Make provision for a pupil to work outside the classroom (internal exclusion)
- Provide supported play activities
- Ensure there are educational consequences

The exclusion guidance is followed where necessary but our primary aim is to keep children in school if it is safe to do so.

Definition of 'consequences'

A consequence is a conclusion derived through logic; it is something that logically or naturally follows from an action. There are two kinds of consequences

- Protective consequences - removal of a freedom to manage harm
- Educational consequences - the learning, rehearsing or teaching so the freedom can be returned

It is essential that there is always an educational consequence. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances.

All staff know how children with greater needs are being supported so that there is a whole school team around a child.

Recording and Monitoring

Class teachers record their concerns about a pupil's behaviour in a class folder. Key Stage Leaders monitor pupils' behaviour and concerns are shared in team meetings. The Deputy Headteacher, the Headteacher and SEND Leader also monitor behaviour and offer further support and guidance.

Anti-Bullying Policy

The school has a separate policy for anti-bullying, and where behaviour is linked to bullying the child is side stepped onto the procedures outlined in the anti-bullying policy, which includes the support group method. Bullying incidents are recorded in the Anti-Bullying folder which is managed by the Head Teacher.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline in the classroom. This also includes instances where a staff member has to conduct a search without consent as referred to above, where those items could be used to commit a serious offence or to cause harm. Separate advice on the use of reasonable force is contained in the school's physical Intervention policy.

Review

The Headteacher and all staff will review this policy as necessary. Any suggested amendments will be presented to the Governors for ratification.

This policy was last reviewed in July 2019 by staff

Full Governing Body reviewed: September 2019

Appendix 1

Reflection time

- This is only used when a child needs to reflect on classroom behaviours or playtime behaviours that disrupt learning or cause others harm. This provision enables an arena to discuss what behaviours are the right ones to use during class learning time or playtime. It is used sparingly.
- The Reflection room is NOT to be used repeatedly for the same child. If a child is regularly not completing work or regularly being involved in challenging play events then the reasons for this must be explored and behaviour management educational consequences must be explored.

The staff member In the Reflections room will:

- Record the child's name and reason for attending in the Reflections record book
- At lunchtime a record on a behaviour log sheet is completed and given to the class teacher at the end of lunchtime so they are informed immediately
- The child will undertake agreed task during the time in the Reflections room
- Child to be supported to reflect and complete a thoughts, feelings and actions sheet. This is also given to the class teacher to be stored in the class pupil behaviour log
- If a child returns a second time, this must be noted by highlighting the child's name. The Reflection room leader will then complete a parent information letter and give to class teacher. This will then be passed to parent at the end of the school day
- A risk management plan may then be completed to support positive play for the child
- A child should not be sent to Reflections room more than two times. The next steps of the behaviour management systems and procedures must be followed.
- Weekly briefing sessions are held for all lunchtime staff. This enables positive behaviour management systems to be reinforced. It also enables all staff to be aware of any special needs of key children who require additional support during challenging periods of time.

Supported Play

Some of our children have special education needs and require adult support to keep them safe. Occasionally a child may not have a special need, but may still need additional adult support to secure a safe and happy lunchtime. Some children are at the early stages of developing positive play with their peers and need support with turn taking and responding in a safe way when things go wrong. Key staff are placed to provide play activities both inside and outside for identified children. This approach enables children to manage challenges as they naturally arise with a known adult close by to support. Key targets are set for the child and an expected end of support is agreed. Teachers and midday staff can request a place for a child to support lunchtime play.

Risk management plans

The class teacher, lead midday staff member and parent will identify the specific educational needs of a child. Once these are identified the potential risks will be considered and measures agreed to support the child should such behaviours present themselves.

All staff involved with the child will be informed of the contents of the risk management plan so that there is a consistent approach to the support for the child.

Risk management plans are reviewed at the end of a half term.