



PROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOUR REGULATION POLICY

Document Owner: Head Teacher

Issue Date: September 2022

Version: 2.1

Review frequency: Annually

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2011	Autumn 2015	Agreed at C&P meeting 14.11.11
1.1	Autumn 2014	Autumn 2015	New 5 staged approach New form for reasonable form Updated language (thumbs up and thumbs down)
1.2	Autumn 2015	Autumn 2016	Reduced staged approach concentrating more on language of thumbs up and down
1.3	Autumn 2016	Autumn 2017	No Change Agreed at C&P 03.10.16
1.4	Autumn 2017	Autumn 2018	Introduction to Dojo behaviour log & Scholar pack recording system
1.5	Autumn 2018	Autumn 2019	Change from Code of Conduct to Values Behaviour monitoring MAPA now CRB (Controlling Risky Behaviour)
1.6	Spring 2020	Autumn 2020	COVID Appendix added
1.7	Autumn 2020	Autumn 2021	School values updated: now in line with FHT values
2.0	Autumn 2021	Autumn 2022	Rewritten based on attachment-aware, restorative principles A Butterworth-Drury - September 2021
2.1	Autumn 2022	Autumn 2023	Updated in line with DfE guidance paper 'Behaviour in Schools'

Introduction

At Alderman Pounder Infant and Nursery School, we recognise that behaviour is communicative and often reflects an emotion or feeling. This policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent, develop self-regulation, self-discipline and proper regard for authority.

Our core beliefs are that:

- behaviour communicates an unmet need. Therefore, to change behaviour, we must respond to the unmet need
- children's behaviour cannot be fully understood in isolation, without considering their individual influences
- behaviour can change and every child can be successful
- positive, targeted praise is more likely to change behaviour than blaming and punishing
- reinforcing good behaviour helps children feel good about themselves
- an effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more
- understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment
- when the adults change, everything changes

Adult behaviours create children's responses and behaviours.

This policy was written with reference to NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion" October 2020 and DfE guidance "Behaviour in Schools, Advice for Headteachers and School Staff" July 2022.

Aims and objectives

Our school is committed to the emotional mental health and well-being of its staff, children 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. Everyone should treat one another with dignity, kindness and respect.

Thinking of a child as 'behaving badly' disposes you to think of punishment. Thinking of a child as struggling to process and manage something difficult encourages you to help them through their distress.

This policy aims to:

- develop a positive, stimulating and caring environment where each individual is valued and respected
- promote self-discipline and proper regard for authority among children
- develop self-esteem in individuals
- work towards a collective commitment (children, staff, parents and governors) to maintain and develop positive attitudes in school
- support a restorative approach to discipline as opposed to a behaviourist approach

As a school community, through the taught curriculum as well as during all other opportunities e.g., lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g., sharing, turn taking, listening to each other, how to address people politely, etc
- teach strategies for children to solve conflicts peacefully
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group
- agree boundaries of acceptable behaviour with all children and regularly remind children of these
- enable children to recognise, understand and respond to a range of feelings
- develop vocabulary to enable children to express feelings verbally rather than physically
- promote equal opportunities and instil a positive attitude towards differences
- promote an ethos of peer support

- ensure the atmosphere in the classroom environment is conducive to learning
- ensure children are aware of the consequences of their words and actions towards themselves and others

It is the everyday habits of adults that provoke a change in pupils' behaviour.

Behaviour for Learning: The Alderman Pounder way

Be Ready, Be Respectful, Be Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple rules: '**Be Ready, Be Respectful and Be Safe**', which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted consequences and rewards to reinforce positive behaviour.

Behaviour regulation principles

We encourage children to consider the consequences of their actions and take responsibility for their behaviour. The school ethos is very strongly one which supports each individual, where everyone can expect respect from everyone else. We believe outstanding learning behaviour to be central to achieving our aim of providing the best teaching and learning opportunities that we can and feel that outstanding learning behaviour is vital in school to ensure that children feel safe and secure.

The behaviour regulation policy is underpinned by the following principles:

- Being 'fair' is not about everyone getting the same (equality) but about **everyone getting what they need** (equity).
- Behaviour is a **form of communication**. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN), which replaces the term 'Behaviour and Social Difficulties' (BESD) with 'Social, Emotional, and Mental Health' (SEMH) difficulties, helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Take a **non-judgmental**, curious and empathic attitude towards behaviour.
- Put **relationships first**. This requires a school ethos that promotes strong relationships between staff, children and young people and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintain **clear boundaries and expectations** around behaviour. In order to help children and young people feel safe, their educational environment needs to be high in both nurture and structure. Children and young people need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of children and young people are within their control.
- Behaviour must always be viewed systemically and within the **context** of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging **parental engagement** and involvement is absolutely crucial when addressing and planning support for children and young people's Social, Emotional and Mental Health needs. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk, 2015)

By providing a positive model of outstanding behaviour and reinforcing acceptable behaviour, adults **can take a lead role** in supporting behaviour.

Consistency in practice

At Alderman Pounder, we strive to achieve a consistent approach to behaviour regulation. Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals, they respect adults and accept their authority.

- Consistent **language**; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, and senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement in routines**: Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences if unacceptable behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from the adults**: Even in the face of disrespectful children!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, staff as role models for learning, staff learning alongside children.
- Consistently **reinforced rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of children rather than marketing slogans.

All staff

- **Uphold** the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships.
- **Meet and greet** in the classroom.
- Refer to **Be Ready, Be Respectful, Be Safe**.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all children.
- Use a **visible recognition** mechanism throughout every lesson.
- Establish **clear routines**.
- Be **calm** and give 'take up time' when going through the steps. Prevent before consequences.
- **Follow up** every time, retain ownership and engage in reflective dialogue with children.
- **Never ignore** or walk past children who are behaving badly, reminding them of the breached school rule and provide appropriate natural consequences if required.
- Conclude the day positively and start the **next day afresh**.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Take time to **welcome children** at the start of the day.
- Be a **visible presence** around the site and especially at times of mass movement, wherever possible.
- **Routinely engage with pupils, parents and staff** to set and maintain the behaviour culture and an environment where everyone feels safe and supported.
- **Support staff** in returning children to learning by sitting in on reparation meetings (when requested) and supporting staff in conversations.
- **Celebrate staff, leaders and children** whose effort goes above and beyond expectations.
- **Encourage** use of Special Mentions and Positive Phone Calls.
- Regularly **share good practice**.

- **Support staff** in managing children with more complex or entrenched negative behaviours.
- **Meet with families**, alongside class teachers, to discuss undesirable behaviours and make plans to rectify the situation.
- Use behaviour data to **target and assess school wide behaviour** policy and practice.
- Regularly **review provision** for children who fall beyond the range of written policies.
- Make sure **staff understand** the behaviour expectations and importance in maintaining them. This includes training staff in this policy, whether this be as part of induction or as part of annual update training.
- **Organise additional training** for specific staff members in relation to certain special educational needs, disabilities or mental health needs which may at times affect children’s behaviour.

Children

- Treat others with **dignity and kindness**.
- Behave in a way that maintains a **calm, safe, supportive** environment for all to learn in.
- **Have a duty** to follow the school behaviour policy to contribute to the school culture.
- **Uphold** the school values and rules.

Parents

- **Support the school** in implementing the behaviour policy with their own children
- **Model** positive behaviours and build relationships.
- Where possible, **take part** in the life of the school and culture
- **Raise concerns** about behaviour with the class teacher and work in partnership to address the issue
- **Participate** in any pastoral work following misbehaviour, including attend reviews of specific behaviour interventions

Promoting emotional wellbeing and developing positive self-esteem

Our aim at Alderman Pounder is to ensure that all pupils feel safe and emotionally regulated in school. Staff will ensure this happens by emphasising the positives; noticing when children are polite, kind, showing effort in their work, determination in overcoming difficulties and showing empathy to others. This applies across the school day, in the classroom, in the corridor and on the playground.

Our school curriculum will teach children the key skills needed for emotional well-being and emotional literacy. These lessons help children to develop self-awareness, empathy, the importance of relationships and strategies for dealing with conflict and how to manage their feelings. This is taught discretely through the RSHE curriculum as well as being embedded in all aspects of the curriculum. All staff will model the values of positive relationships and be social, emotional and learning role models for children.

Our staff will adopt the principles of emotional coaching and restorative practice to support children with emotional regulation.

The five essential steps of Emotion Coaching:

- be aware of a child’s emotion
- recognise a child’s expression of emotion as a perfect moment for support and teaching
- listen with empathy and validate a child’s feelings
- help a child learn to label their emotions with words
- helping a child to solve problems or deal with upsetting situations appropriately

At the start of each school year, each class will draw up their own “Class Charter” based on the school behaviour principles. These will be displayed in the classroom and the children will all “sign up” to their charter. These are shared with the school community through the use of Class Dojo. The Class Charter not only forms clear behaviour expectations for each class but gives specific examples of what those expectations look like. This is in place so that children have the opportunity to have their views heard and support them in taking ownership of their role in relationships with the other class members. Staff will use the key questions to form the charter these will include:

- “What does it mean to be ready?”
- “How can you be respectful to other people at Alderman Pounder and in our wider school community?”

- “What does being safe look like at Alderman Pounder?”

If children start in-year, class teachers will talk them through the class charter. This will ensure they can “sign up”, understanding the school expectations in relation to behaviour.

Pupil support

Some children will, at times, find it difficult to behave appropriately. Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations. These adjustments may be temporary and will be made proactively where possible. These adjustments will usually be outlined in a behaviour plan and/ or risk assessment.

For children who require additional provision, families and staff can seek support from our:

- **SENCO and Behaviour Lead**, who can support in drawing up individual behaviour plans and refer to specialist teachers and SBAP (South Broxtowe Attendance Panel) for further support.
- **Child and Family Support Worker**, who can offer emotional literacy support sessions for children or work with families to offer wider support. Our C&FSW can also signpost to early help services.

Behaviour expectations and pupils with Special Educational Needs and/ or Disability (SEND)

Our whole-school approach takes into account the needs of all children in our school, including those with SEND to ensure everyone can feel they belong in the school community and so that high standards are maintained for all.

Some behaviours are more likely to be associated with particular types of SEND, such as pupils with speech, language and communication needs who may not understand verbal instruction. Behaviour will often need to be considered in relation to a child’s SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. When a pupil is identified as having SEND, we will use the assess, plan, deliver, review approach to their provision, which will include their social integration and behaviour.

For individual children with special educational needs, we will try to ascertain potential triggers for undesirable behaviours. Once these are known, we will try, as far as possible, to anticipate triggers and put support in place to prevent these, for example, adjust seating to allow a pupil with visual or hearing impairment to sit in sight of the teacher.

How we celebrate and promote ‘positives’

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach.

We recognise and reward children who go ‘over and above’ our standards. Although there is a tiered praise strategy (see appendix 1), **praise may be given from any stage**; the tier represents the hierarchy and level of recognition within the school, rather than stages to progress through. Rewards include Class Dojo points, visiting members of staff, certificates presented in Gold Book assemblies, Head Teacher awards and Governor awards.

We believe it is important to reward appropriate behaviour and actions **significantly more** than we impose consequences.

Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

We will **never** take a reward away.

Our stepped approach (ladder of consequence) is based around the principles – **Intervene – Reflect – Repair**. Children will be given ‘take-up time’ in between steps.

gentle approach → use child’s name → down to child’s level → make eye contact → deliver message → walk away

Initial reminder: An adult reminds the child about the behaviour that is expected in the school. This message is delivered to the child discreetly to ensure that the child doesn’t experience/feel shame. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. This is followed swiftly by a positive comment (repair).

“I would really like you to start your work. Thank you.”



Step 1. Reminder: An adult quietly asks the child to talk to them outside the classroom (out of sight of the other children). This invitation is given in a positive manner so that the child knows they have the opportunity to talk and return to the class positively. A 30-second intervention script is used for the conversation. Once back in class, the adult looks for the chance to make a positive comment (repair).

“I noticed you are refusing to do your work. You are breaking the school rule of being ready. You now have the chance to make a better choice. #name#, if you carry on, you will have 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.”



Step 2. Reflection in my classroom: This is a brief pause (2-3 minutes) to support a break the behaviour cycle in a safe, subtle place in the classroom. This must be timed, and not drift on. Children are directed what they need to do during this time. It must not be interpreted by the child or the teacher as a punishment and the teacher must follow this up – not hand it on to someone else. A 30-second intervention script is used for the conversation. After the time, the adult looks for the chance to make a positive comment (repair).

“I have noticed you used rude words. You are breaking the school rule of being respectful. You now have to go and sit in the quiet area and think about a better choice to make. I will come and speak to you in two minutes. Thank you.”



Step 3. Time out of my classroom: If the behaviour persists, the child is taken to a different area of the school (e.g. another classroom, library space etc.) to support them to self-regulate. This must be timed, appropriately supervised, and not drift on. The time needed for the child will depend on each individual situation / needs. Children need directing what they will do during this time. It must not be interpreted by the child or the teacher as a punishment and the teacher must follow this up – not hand it on to someone else. A 30-second intervention script is used for the conversation.

Children need directing what they will do during this time. It must not be interpreted by the child or the teacher as a punishment and the teacher must follow this up – not hand it on to someone else. A 30-second intervention script is used for the conversation.

Child asked to move to a designated area of the classroom.

2-3 minutes sitting alone in order to break the cycle without causing further disturbance.

Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.

If behaviour improves, return to class. If not or if child refuses, move to next step.

For regular occurrences:

Discussion with Phase Lead and/or SENCO: consider behaviour Intervention. Meeting with parents to be planned to discuss next steps, including the phase leader. If behaviour continues, deputy head teacher or behaviour lead to meet with parents and class teacher.

Child escorted to designated colleague/ follow up to check child has arrived.

Remainder of lesson working alone without causing further disturbance.

Possible removal of privilege / playtime.

Teacher must provide work/activity for the child to complete and communicate this to colleague.

If behaviour improves, return to class. If not or if child refuses, move to next step.

Record on CPOMS.

Parents contacted by teacher to inform them that behaviour is a cause for concern, and parent of child who was harmed (if appropriate).

If the behaviour reached this stage it must be logged on CPOMS by the teacher under 'Behaviour log' ensuring a factual, not emotive, account.

Do not describe the child's behaviour to other adults in front of the child

"I have noticed you continued to use rude words. You are breaking the school rule of being respectful. You now have to go and work in ###'s classroom. I will come and speak to you at the end of this lesson. Thank you."



Step 4. Collected by the Head Teacher: If the behaviour persists, the Head Teacher (or another member of senior leadership) is called for support. the behaviour reached this stage it must be logged on CPOMS by the teacher under 'Behaviour log' ensuring a factual, not emotive, account. A 30-second intervention script is used for the conversation.

DO NOT describe the child's behaviour to other adults in front of the child

"I have noticed you have continued to use rude words. I will now contact ### and you will need to complete your learning in their office. I will come and speak to you at the end of lesson. Thank you for listening.'

The Head Teacher listens to the child's account and supports them to understand the points at which different action could have been taken and the effect on others.

For regular occurrences:

Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or Behaviour Support Plan.

Begin monitoring to identify areas of concern / possible triggers / appropriate targets.

Meeting with parents to be planned to discuss next steps, including the phase leader. If behaviour continues, deputy head teacher or behaviour lead to meet with parents and class teacher.

Child escorted to / collected by appropriate adult. From remainder of lesson through to a half day working alone without causing further disturbance. Possible removal of a privilege / playtime. Teacher must provide work / activity for child to complete as soon as possible after removal (and support staff if required).

Record on CPOMS.

Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.

For regular occurrences:

Discussion with Phase Lead / SENCO / Head Teacher as appropriate.

Meeting with parents to investigate possible triggers / alternative strategies. Phase leader to attend meeting. If behaviour continues, deputy head teacher or behaviour lead to meet with parents and class teacher.

Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.

Specific playground steps: Adults must follow the steps above, adapting steps 2-4 as below.

Step 2. Reflection with an adult: Stand next to another staff member for 2-3 minutes.

Step 3. Time out on the bench

Step 5. Time out inside: "Go inside to... I will come and speak to you in five minutes." (Ensure you do.)

Step 5. Repair and restore: Use the restorative questions to follow up the incident (all stage 3+ incidents), repair relationships and enable the child to learn what to do next time. An appropriate natural consequence will be delivered which will repair the situation.

The number of questions used must depend on the age of the child. Those in **bold** should be used with all children. The language of restorative conversations will be adapted to match the age and development of the children, whilst maintaining the ethos of the scripted conversation.

Remember that it is not the severity of the consequence that is important; it's the certainty that this follow up will take place.

Beyond challenging behaviour

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. serious verbal/physical abuse, racism, bullying (see also Anti-bullying policy which includes details of prevention of bullying), malicious allegations. In this case, the teacher will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Members of staff can use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at school or among children (see also Use of reasonable force policy).

There are some incidents where a different response is required due to the significance of the harm posed to the child and to others in school. The Head Teacher may make the decision to use internal seclusion, suspension or permanent exclusion.

Seclusion in school may be used to limit pupil's interactions with their peers.

Suspension and permanent exclusion are an extreme step and will only be taken in cases where:

- long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered
- the risk to staff and other children is too high
- the impact on staff, children and learning is too high

Restorative conversations

Restorative conversations may not happen straight after the incident if either child requires time to calm. If this is the case, the child who has been harmed, will be listened to by a staff member, reassured and made aware that a conversation will happen when both children are calm and ready. This conversation needs to happen the same day wherever possible (ie. unless right at the end of the school day). When holding the restorative conversation, children should be allowed thinking time when responding to the questions, matching practice during other lessons.

Restorative conversations should take place with a staff member and both parties (e.g. child who has harmed and child who has been harmed).

Restorative questions

What happened? - Listen, hear, don't interrupt, don't disagree. Give your view but without blame or judgement

What were you thinking at the time? - Helps children to reconsider their actions and thought processes. May help the child see that their initial thoughts might have sent them down the wrong path.

What have you thought since? - This may elicit a change of attitude, a shift in explanation, an apology. This could take the conversation off at a tangent. Some support may be needed to help tease the thoughts out.

How did you make people feel? - They may not be aware in the moment about how others reacted. Important to highlight this and help the child develop an understanding and consideration for others.

Who has been hurt/upset? Often a child will only consider themselves being affected. A child will need some support and help to identify the impact on others, e.g. What about Mrs XXX – how were they affected because they couldn't teach the lesson? What might mum/dad/aunty/sister say?

How have they been affected? - Try to enable the child to have empathy with others. There will be a mixed response to this, and some will need coaching to find an answer.

What should we do to put things right? This may lead to an apology but there mustn't be the expectation/demand of the apology. There may be other ways to put things right apart from/as well as an apology. When it comes, accept it in whatever form it takes – they may need support to be able to craft it in a way that gets it 'right'.

How can we do things differently in the future? - This may help with forward planning and hopefully give them some more awareness of their choices.

De-escalation will remain the focus of any interaction the member of staff has with the child.

Child-on-child abuse, including sexual violence and sexual harassment

If there are any reported or observed incidents of child-on-child abuse, we will follow the recording, reporting and follow-up procedures in line with our Child-on-Child Abuse policy.

Any reported or observed incidents of child-on-child sexual violence or sexual harassment offline or online, will be dealt with in line with our general safeguarding principles set out in our safeguarding policy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

To ensure the wellbeing of children and staff in school, children are not permitted to bring any items onto the premises that could be deemed dangerous or illegal. If staff suspect this to be the case, a search will be made.

“A child who can’t behave”

“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we teach? Or punish?” – Tom Herner

Behaviour beyond school premises

At Alderman Pounder, we may talk to children about their behaviour beyond the school’s premises. The undesirable behaviour could be witnessed by a member of staff or reported to the school, for example, online bullying.

Examples of undesirable behaviour that may be sanctioned in school include misbehaviour:

- when taking part in any school-organised or school related activity
- when travelling to or from school
- when wearing school uniform
- that poses a threat to another child
- that could adversely affect the reputation of the school

The sanctions provided will be natural consequences and proportionate to the incident.

Behaviour incidents online

Our children are expected to treat other children online with kindness, dignity and respect, understanding that their online behaviour contributes to the overall school culture. Children should feel safe offline and online when communicating with their peers. Therefore, inappropriate online behaviour will be treated using the same principles as offline behaviour. This includes reported incidents of inappropriate online behaviour, which has taken place off the school premises. Where an incident raises safeguarding concerns, staff and parents should report the incident to the designated safeguarding lead (refer to safeguarding policy).

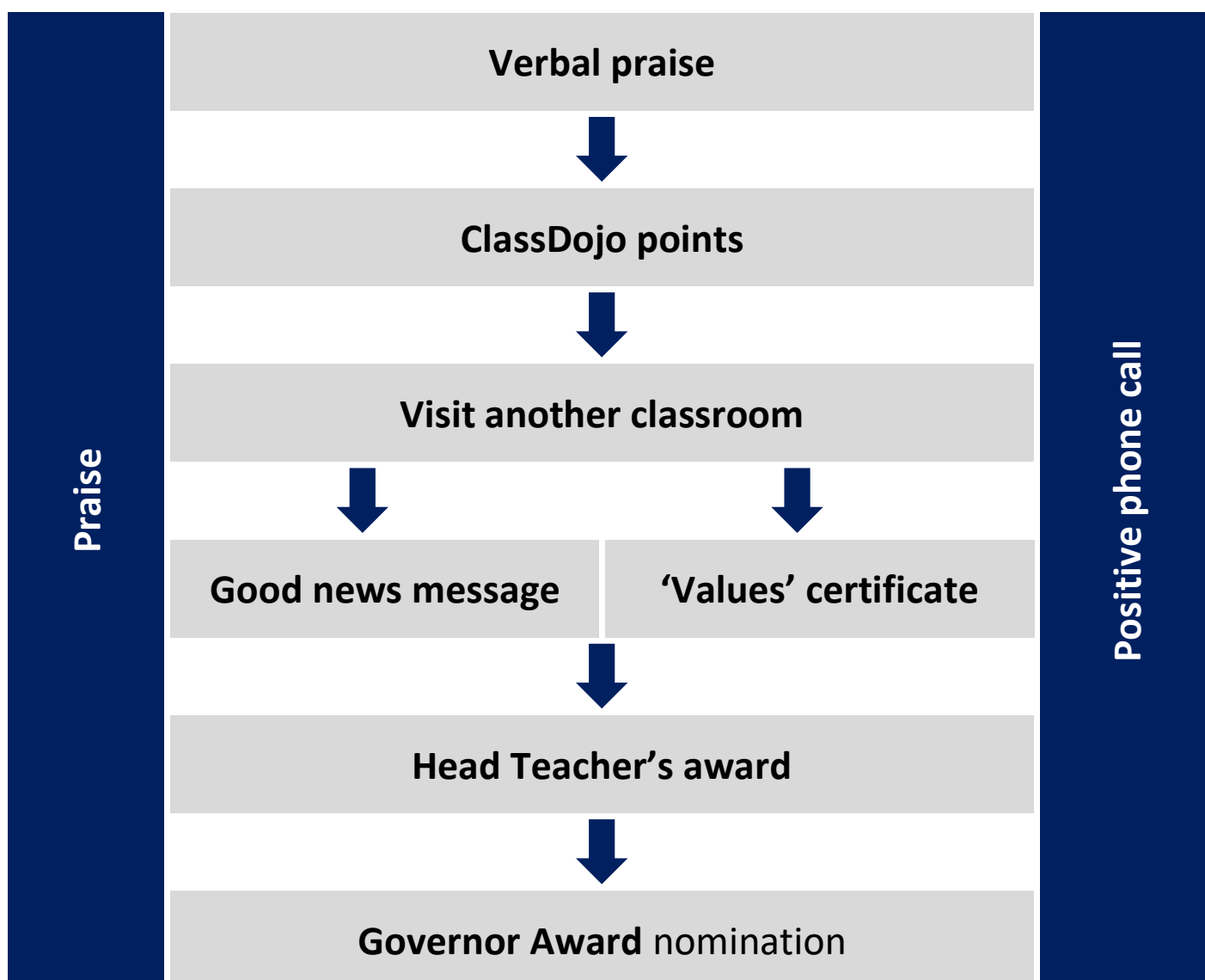
Monitoring and evaluating

The policy will be published on the school website and reviewed annually.

Incidents which reach stage 3 of the stepped approach should be recorded on CPOMS. The behaviour lead will complete half termly analysis of behaviour incidents logged on CPOMS. This analysis will include identification of the number of incidents per child as well as contextual information around the instigator and victim (e.g. gender, nationality, special educational needs and pupil premium). Times of the school day and areas of the school in which incidents take place will also be analysed to identify patterns and change school practice. This analysis will be discussed by the senior leadership team on half-termly basis to change school practice and put intervention in place to support individuals and groups of children.

Governors will monitor the implementation of the policy through information provided in the termly headteacher reports and the suspension and exclusions appeals process (see suspension and exclusion policy).

Appendix 1: Celebrating and promoting 'positives'



Appendix 2: Supporting distressed or undesirable behaviour

gentle approach → use child's name → down to child's level →
make eye contact → deliver message → walk away

Step 1. Reminder



Step 2. Reflection in my classroom



Step 3. Time out of my classroom



Step 4. Collected by the Head Teacher



Step 5. Repair and restore

Specific playground steps

Step 2. Reflection with an adult

Step 3. Time out on the bench

Step 5. Time out inside

Appendix 3: Restorative questions and script cards

Staff members are advised to keep a copy of the restorative questions and a script prompt card with their lanyard so they are readily accessible when they may be needed. These can be made by printing the following cards double sided.

<p>Restorative Questions 1 Responding to distressed behaviour</p> <p>What happened? What were you thinking about at the time?</p> <p>How did you make people feel?</p> <p>Who has been hurt/upset? How have they been affected?</p> <p>What should we do to put things right?</p>	<p>Restorative Questions 2 Responding to those harmed</p> <p>What happened? What were you thinking about at the time?</p> <p>What have your thoughts been since?</p> <p>How has this affected you and others? What has been the hardest thing for you?</p> <p>What do you think needs to happen next?</p>
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<p>30 second intervention</p> <p>I noticed you are... <i>(state the noticed behaviour)</i></p> <p>This is a reminder that we need to Be... <i>(Ready, Respectful, Safe)</i></p> <p>You now have the chance to make a better choice.</p> <p><i>(Insert child's name)</i>... if you continue, <i>(consequence)</i></p> <p>Do you remember when... <i>(model of previous good behaviour)</i>? That is the behaviour I expect from you.</p> <p>Thank you for listening. <i>(Give child 'take up time' and do not respond.)</i></p>
