

Thurnham C E Infant School



Whole School Differentiated Behaviour Policy

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Position	SENCO
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It should be read in conjunction with the Moving and Handling Policy, AEN Policy, Bullying Policy, Exclusion Policy, Safeguarding, RE and Collective Worship Policy.

Introduction

This document is a statement of the aims, principles and strategies for Thurnham Infant School. This policy has been reviewed regularly and is the result of developed practice and experience at Thurnham Infant School over many years. It takes into account DFE guidelines and LA advice. It should be read in conjunction with the Intimate Care, AEN Policy, Bullying Policy, Exclusion Policy, Safeguarding ,RE and Collective Worship Policy to establish the general ethos of the school.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

As an infant school we feel that it is a prime ethos to see the good in children, acknowledge their strengths and achievements and give them a realistic awareness of their worth and the contribution they can make.

Aims

- To ensure a safe, caring and happy school.
- To promote good citizenship.
- To promote self-discipline.
- To prevent bullying.
- To ensure appropriate behaviour and language

- throughout the school.
- To encourage and praise greater effort in both work and behaviour.
- To be a 'Good News' school, and deliver at least 3 verbal positives to 1 negative.
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and non-teaching staff.
- To ensure that parents or carers are informed and are aware of the disciplinary procedures.
- To provide a system of rewards that encourage good behaviour and aid the adaptation of inappropriate behaviour.
- To ensure the children are aware of what constitutes 'good manners', and to encourage these at every opportunity.
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques.
- To ensure a safe, caring and happy school.

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LA, governors, parents, carers and others in the community.

This policy will apply to all children of statutory school age unless a specific variation is agreed in their Individual Behaviour Plan and all have been staff informed.

Responsibilities

All members of the school community - teaching and non-teaching staff, parents, carers, pupils and governors, work towards the school aims by:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures and the value that we place upon them.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

CODE OF CONDUCT

Children are taught that:

We treat everyone with respect and consideration

This means addressing others politely and avoiding hurtful and unkind comments. It also means taking into account other people's needs.

We move around the building safely and quietly

This is to ensure everyone's safety and to promote a successful learning environment.

We take care of our surroundings and people's property

This means all members of the school community helping to keep the school tidy inside and out. It involves returning lost items to the owner providing they are clearly named – swapping belongings at school is not allowed.

We give praise when things are done well

We all like praise and we can all give it too. We sort out disputes peacefully. All disputes and disagreements are resolved by talking them through. Never try to sort out a problem by shouting or fighting. Fighting is not an acceptable part of school behaviour.

PSHE

A timetabled PSHE session takes place within each class. This gives focus on personal and social skills development, and gives the children a platform where they can air their views and put forward ideas they have to bring about positive change.

Two representatives from each class attend regular SCHOOL COUNCIL meetings to present ideas and views expressed by the class.

RULES

Our school rules are positive statements from which can be derived acceptable codes of conduct.

The children are encouraged to learn and follow our Golden Rules

We will try to be kind and helpful to everyone
We will always do our best
We will try to listen carefully

These statements will be displayed in all classrooms, and at various strategic points throughout the school.

Each class will have its own set of 'housekeeping' rules, these will be regularly re-affirmed and published. These should be few in number and reflect the ideals outlined in above. Certain rules for working should be integrated:

1. We check we have the right work and equipment before we start.
2. Adopt a good working position.
3. We allow others to get on with their work.

Guidelines for specific situations should be established and displayed appropriately. e.g. rules for moving around the building, rules for the cloakroom, and rules for lunchtime.

General reminders will be on display in the corridors about safe movement around the school. e.g.

1. Always walk inside the building.

2. Always use a quiet voice indoors.
3. Keep your hands and feet to yourself.

These are incorporated into the Health and Safety rules of the week. We also have a Manner of the week.

Worship is viewed as a very special time of day with its own rules and codes of conduct. The children should be encouraged to approach the Hall quietly and once they have entered the Hall. Worship learning behaviour expectations are as follows:

1. Sit still, quietly in your own space, keeping your hands and feet to yourself
2. Keep to the rules for good listening
 - Look at the speaker
 - Sit still
 - Think about the words
3. Only speak when invited to answer a question.
4. Listen quietly to the music at the end of Worship and watch for a teacher to give you the signal to move.

(Teachers use good sitting prompt cards to help remind the children)

Rewards

All staff we aim to look for the positive and reward those children who are:

- conforming to the ideals we have stated

- improving
- trying their best

Stickers used will either bear a message relating to that child's particular achievement. e.g. 'We like the way you stand in line calmly', or will be written by a member of staff for that particular situation. These will be dated and will not bear the child's name.

Achievements such as:

- exceptional good work
 - notable milestones or breakthrough learning points
 - especially kind and helpful behaviour
 - successful completion of a behaviour or personal learning programme
- can be further recognised by referring the child with the appropriate evidence to the Head Teacher, or the relevant co-ordinator or another member of staff who will praise appropriately.

We have a whole school House Point System. The winning house is announced in Citizenship Worship each Monday.

There is also a weekly trophy awarded by the Head Teacher to the 'class of the week' in Citizenship worship.

Celebration Time

One Worship per fortnight is known as Celebration Time. The teacher, or sometimes the class, judges which achievements best reflect those of the class for that week.

These can be represented by an individual or group and the achievement can be presented in any appropriate form. The child or group will be presented with a certificate outlining the achievement, this goes home once the information has been recorded in the 'Golden Achievement Book', kept in the entrance hall.

Golden Time and Golden Treats

A weekly 'Golden Time' Session will take place in each Year R, 1 and Year 2 classroom one afternoon a week. Each session lasts for 30 minutes, during which time the children will be offered various activities to which they would not normally have access e.g. gardening, cooking, construction toys (not normally found in their classroom), modelling, extra P.E, sewing etc. Every child has entitlement to 'Golden Time', and signs on Monday for their chosen activity. The child is offered their first choice if at all possible, if not available then they will be given priority the following week. This 'Golden Time' may take the form of swapping with another class - either whole class, or some children. This will be planned prior to the session.

Children who display inappropriate behaviours will miss some of their Golden Time. A tally will be kept throughout the week of any minutes lost. All children will participate in some Golden Time to act as an incentive for the following week.

During the 'Golden Time' session, children who have lost 'Golden Time' sit quietly whilst a timer ticks away (or a sand timer shows the minutes passing) before they join in. The final 5 minutes of 'Golden Time' is

always allowed so that the children have some experience of what they have missed, to prompt more commitment the following week.

Excessive loss of Golden Time, week after week should prompt a referral to the Inclusion Manager (SENCO) and the discussion of the need for an Individual Behaviour Support Plan.

Sanctions or Consequences

The school's main approach to using sanctions and consequences to modify behaviour will be known as 'Plan A' and this will be sufficient to target the behaviour management of 95% of our pupils. Recognising an increased level of difficulty can trigger planning within the school and possible use of alternative systems - 'Plan B' for more individually structured behavioural approaches and the creation of an Individual Behaviour Plan. Finally, plan 'C', for pupils with more extreme problems whose inclusion in the school needs multi agency support.

PLAN A

This series of actions is expected to be effective for the majority (95%+) of the pupils in the school.

If observed behaviour does not stop instruction or cause harm to others, staff may decide, on the balance of circumstances, that it is better to tactically ignore the behaviour and to praise the children around for exhibiting the correct behaviour. This may prompt the correct behaviour and the child should be praised after a few moments if they sustain the improvement.

If the behaviour impinges on others and significantly breaks the rules or guidelines for that situation, then the following escalating scale of negative consequences comes into play. A decision by the child, at any stage in the process, to modify behaviour and make reparation, will immediately bring the process to an end and a return to the positive reward system.

We as a school believe in restorative justice and expect a child to do something to make recompense for any negative behaviour, unless they are on a specific Plan C programme where to do so would escalate their anxieties.

These consequences will apply to the breaking of any of the rules, not just the repeated breaking of one rule.

Penalties are non-negotiable.

1. **Tactical ignoring**

Praising others for the required behaviour.

2. **Positive reprimand**

This serves to redirect the behaviour 'Sit down like the others' rather than 'Stop walking around the class!' This may include a restating of the rule e.g. 'You have been asked to sit down'. 'We sit to do our work properly'.

Remembering to praise those who are sitting.

3. **Warning**

Given verbally and a reminder of the rule that is being broken and the consequences that will follow if the behaviour continues. Positive consequences for the correct behaviour can be outlined. e.g. 'If you sit down and

finish your work you will be able to....they should tell you – (choice).

4. Loss of 1 minute of Golden time

In Years 1 & 2 this is recorded on the chart against the child's name. In Year R the child is drawn aside for 1 minute immediately.

5. Time out

If Golden Time minutes are consistently being lost in a single session then 5 minutes time out in a designated part of the classroom or adjacent classroom, to look at the class rules, or to think about the possibility of further loss of Golden Time is recommended.

Sanctions

We have sanctions for children who have behaved in an unacceptable way

1. Verbal warning
2. **Yellow** warning card placed beside the child
3. Further warning
4. **Orange** card given
5. Child removed from group or activity for 5 minutes (3 minutes for Year R) – use sand timer.
6. Further warning issued
7. Child sent to another class in a different year group (same year group for Year R) with a **red** card (teacher to record on personal notes and inform parents).
8. Child sent to Head Teacher

Certain physical actions will result in accelerated progress through the sanction system. Biting, spitting, hitting and

kicking will result in the pupil being sent to the Head Teacher. A letter may be sent home to their parents.

Throughout this process staff should endeavour to ensure that other children are being praised and rewarded for the right behaviour.

SANCTIONS FOR EXTREME BEHAVIOUR

Certain totally unacceptable behaviours bypass the Golden

Time scheme these are:

1. Pre-meditated attack
2. Unprovoked attack
3. Using a weapon with intent to harm
4. Repeatedly leaving the care of the adult in charge, and not responding to warnings.

These behaviours result in a letter being sent to the parent, or a phone call being made, outlining the behaviour that has taken place. The Head Teacher or Deputy Head Teacher will investigate the whole incident, prior to sending out the letter. The parent will be invited in to discuss the situation and to develop, with the school, a behaviour improvement plan. Ultimate sanctions for non-cooperation or non-compliance with the behaviour improvement plan could result in exclusions of some kind.

An ABC form must be filled in by the Class Teacher (or relevant adult) and sent to the Head Teacher before a letter is sent home.

If the behaviour of a child or children becomes a danger to

the class, the Class Teacher should remove the class for their own safety and take them to another room and let another member of staff know. All classes have a help class. A child will take their coloured card to the office or to the designated class on the rota (rotas displayed in each class). The TA for that class will go to support. Should this happen repeatedly then the situation will be assessed.

PLAN B (INDIVIDUAL BEHAVIOUR SUPPORT PLAN – guidance attached)

This stage is for children for whom Plan A has not been effective in changing their behaviour (e.g. 5% of the school population), for example excessive loss of Golden Time, week after week. This plan will be developed by a referral to the Inclusion Manager and the preparation of an Individual Behaviour Support Plan. The proforma is included as Appendix A.

Aims of this plan are to:

- Inform and engage the whole school
- Reduce anxieties surrounding the behaviour
- Keep to an absolute minimum manual handling of pupils
- Ensure that observations and evidence for further analysis of behaviour is available to develop an understanding of the behaviour (ABCs, running record, Functional Analysis)
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is

less likely to happen and what the very early signs of difficult behaviour are

- Choose a target behaviour that can be systematically rewarded. (Immediate, tangible rewards are most effective)
- Ensure other pupils are supportive of behaviour modification and feel secure e.g. Rewards will go towards class reward system to give class an opportunity to support the individual's plan e.g. 5 sessions of doing the right thing leads to 'a marble in the jar' for the class.

Pro-active - planned steps

- Timetable changes
- Staffing
- Differentiation
- Use of key adults - the whole school informed
- Consistency of staff (actions and words). Plan action to support changes: -Tell the child and walk away
- Offer of help
- Use key words and simple sentences
- Teach consequences/boundaries - focused on a target behaviour Systematic rewards - immediately contingent upon target behaviour

Staff will have updates and reminders during staff meeting about ways in which to be proactive.

Should the Inclusion Manager, Class Teacher and Parents feel

it is appropriate a referral to the Specialist Teaching Services through the LIFT process (Local Inclusion Forum Team). The Mainstream Minimum Standards need to be met, and evidenced. Discussions will be held with the child's parents and then a referral will be made.

Reactive - Be aware of early signs and take immediate action (unexpected behaviours)

As a school we only move children where there is a direct threat to their or others immediate safety (see manual handling policy).

Ensure action is taken to avoid escalation and handling:

- Adopt a positive approach such as time out.
- Plan distraction.
- Offer clear boundaries.
- Transfer to a different adult if appropriate.
- Individual Behaviour Support Plan Sanctions should be as low-level as possible and short term. Low-level action that is consistent and certain is more effective than higher level action. Sanctions should be planned and fair, they must not in any way damage the relationship between pupil and staff.
- Consequences should be short term.

TIME OUT

Time out is recommended to de-escalate patterns of behaviour. Time out should be planned and this plan should include the pupils as far as possible. Ideally pupils

should move toward identifying their own need for time out. Time out should be managed with low key approaches. Use of symbols or signs can indicate that time out is recommended or needed. Time out should be used as close to the classroom as possible to avoid any need for moving the child.

If the time out space is to be used for calming and as a directed sanction, staff action and words will need to make the difference very obvious. Visual support can also demonstrate difference (objects, pictures, gestures). If being used as a sanction, staff should avoid interaction and no activities/toys should be available.

If it becomes obvious that pupils enjoy going to the time out space, ensure it is available to them subject to good behaviour. For some pupils, it could be included on a visual timetable and the 'Yes... when...' script used.

The DALE Room

This is situated behind the hall and provides a calm down space with some music and reduced lighting if wished. The protocols for use of this space can form part of the de-escalation routine.

Pupils should always be accompanied when using the room. Pupils who throw toys or offer any violence to the adult will be warned that the adult will withdraw to the other side of the door if the behaviour continues. No child will be left alone in the room and staff will check on each other every 5 minutes.

Following use of the room, a period in a work space (Library) is recommended playing a game or reading as a

transition back to the class.

PLAN C (PASTORAL SUPPORT PROGRAMMES – PSP guidance attached)

There may be a small percentage of children whose behaviours and responses are difficult to predict or manage as a result of their individual additional needs. These behaviours could be building towards periods of exclusion.

If the main behaviour policy is not deemed to be appropriate for this individual then a Pastoral Support Programme (PSP) will be put in place.

Their individual programme will be drawn up through multi-agency working and will involve the parents, Class Teachers, Inclusion Manager (SENCO) and Specialist Teaching Services. It will be reviewed regularly and all staff given a synopsis of outcomes. All staff will be aware of the outline of the programme and those involved. There are strict guidelines for the use of Pastoral Support Programmes and Part time education- see appendix.

For children subject to this programme it will be necessary to undertake a Risk Assessment to inform the management of their challenging behaviours. This process may identify that Positive Handling could be needed to prevent the child from harming him or herself, others or property, or committing an offence. In this case it will be stated in the Risk Assessment with the appropriate actions to be taken. The school's policy for Positive Handling will be followed in all instances.

Lunchtime, Playtime and Worship

The above system of rules rewards and sanctions is to be applied to the whole school day. During the lunch time session positive and negative comments on behaviour should be fed back to the class teacher.

During the lunchtime playtime the children are given access to a variety of play activities in the form of 'crazes' (hoops, beanbags, skipping ropes etc.) that are changed regularly.

Children on Plan C may have some adaptations to their playtimes to ensure the safety of all around them.

Buddies

Official 'Thurnham Infant Helpers' or 'Buddies' are chosen from the Classes each day. They help with:

- Assembly
- Playtime ('Playtime Buddies' befriend any children who have no one to play with or who feel they are being bullied. The 'Buddy Stop', is a place where children who feel that they need help can go and wait for one of the 'Playtime Buddies' to come and talk to them and help them to find a friend or a game to play).

The Buddy can help support a child who is having a temporary problem in the playground or with friendships.

Outside agencies

Any concerns or worries about a child may be discussed

with the Inclusion Manager (SENCO) and other members of staff in the school on a 'needs to know' basis. For some pupils the visiting Specialist Teaching and Learning Service teacher will be consulted and there may be times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, Inclusion manager and Head Teacher, or as the result of discussion at a termly Pupil Progress Meetings. Parents or carers will always be consulted before any referral to an outside agency and written consent obtained.

Outside agencies will need information; therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. (Use of the ABC sheets is recommended). The relevant forms will need to be completed. Referrals to LIFT (Local Inclusion Forum Team) will require the completion of the Mainstream Standards and a Class Teacher referral form.

Outside agencies include:

Specialist Teacher Services - Behaviour and Learning
Therapy services: Occupational Health, Speech and Language, Physiotherapy.
School Nurse
Education Psychology Services
Social Services
Family Doctor
Healthy Young Minds
Paediatrician

Monitoring

A copy of this policy will be shared with all staff.

A brief working summary will be available in the staff handbook for supply staff.

The class teacher is responsible for overseeing the operation of this policy for all children in her/his class.

In light of this policy the senior management team will continually monitor the behaviour throughout the school. A log of serious incidents is kept in the Head Teacher's office.

This policy will be evaluated annually through consultation with all the parties involved, ie. children, parents, carers, staff and governors, Equality working group.

Agreed changes to this policy will then be incorporated as necessary.

A different intervention to a behavioural approach would be needed if the pupil has a Pervasive Developmental Disorder/ is on the Autistic Spectrum.

This final section aims to describe different approaches, when responding to the behaviour of children with ASD. Whichever response is decided upon, it does need individual consideration at that level.

The following strategies are aimed at reducing the underlying anxiety.

All children need to have boundaries and comply with school rules.

Children with an Autism Spectrum Disorder [ASD] experience difficulties with social communication, social interaction and rigidity of thinking, imagination. These difficulties can mean that they can misinterpret situations and that they find it difficult to explain their own behaviour and that of others.

There is a need to make reasonable adjustment to support their lack of understanding and skills with their behaviour and to teach what *appropriate behaviour is*. All staff to have autism awareness training to ensure that adjustments are made and pupils are not disadvantaged.

For pupils with an ASD:

School rules need to be presented visually.

Each pupil (that needs it) should have a positive behaviour plan which identifies strategies and rewards to be used when working with the pupil and is discussed with all staff working with the pupil and jointly agreed by the school and parents/carers.

These plans should be reviewed termly.

Some rewards will differ from whole class rewards as they will be pertinent to the pupil using their special interests and may be offered more frequently to reinforce appropriate behaviour.

Pupils need to be taught to understand consequence. Communicate in Print/ comic strip conversations/ widget can be used to explain situations to the pupil.

Pupils need to be given access to:

- Time out cards from the lesson.
- Calm area.
- Box with relaxing activities / suggestions.
- Access to a member of staff to talk about their worries and any incidents.
- Structured activities during break and lunch times.
- Access to a structured social skills programme.

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