

Thurnham C E Infant School



*'With God we learn
to love and love to learn'*

Whole School Differentiated Behaviour (Relationships) Policy

Member of Staff Responsible	Mrs E Pateman
Position	SENCO
Dated	September 2023 v1
Date of next review	September 2024

This Policy should be read in conjunction with the:

- *Equalities Policy*
- *Bullying Policy*
- *Exclusion Policy*
- *Safeguarding Policy*
- *Homework Policy*
- *Complaints Policy*
- *Intimate care policy (pastoral care)*
- *Medical Care Policy*
- *Accessibility Action Plan.*
- *Vulnerable Groups Policy*
- *Marking and Feedback Policy*
- *Special Educational Needs Policy and SEND Information Report*

discipline.

Introduction

This policy is underwritten by our school core Christian value of 'Love' and forms an integral part of all our approaches to everything we do in school.

Equal Opportunities

At Thurnham CE Infant School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

This document is a statement of the aims, principles and strategies for Thurnham C of E 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.

Our mission statement, "With God, at Thurnham we learn to love and love to learn" is an important part of emphasising our Christian character as a Church school, alongside our Christian value of Love which forms the back bone of all that we do in relation to behaviour and

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. We uphold the six principles of Nurture.

As a Church 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 ensure the children are aware of what constitutes 'good manners', and to encourage these at every opportunity.
- 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.

PSHRE

A timetabled PSHRE 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

We have three school rules:

- **Be safe**
- **Be ready**
- **Be respectful**

These three rules will permeate through everything we do. Children will be taught what they mean and how we can abide by them. They will be displayed around the school and in every

classroom.

These are incorporated into the 'Health and Safety' and 'Good Manner' Actions of the week, shared in a Monday Citizenship Worship.

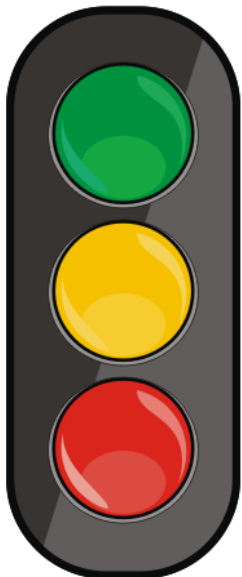
The rules link into our 'Traffic Light' behaviour system

At Thurnham we want all children to feel safe and secure and ready to learn. We use our Traffic Light system to help children achieve this:

The school's main approach to using our Traffic light approach 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.



Green= Meeting all the three rules- being safe, being respectful and being ready.

Amber = Things are starting to go wrong – behaviour is either not safe/respectful or ready to learn. An amber sanction will be discussed with the pupil

Red – things have really escalated and the behaviour being displayed in not safe and respectful. Children will have a RED sanction.

Following the 'script'

All staff will use the same script when speaking to a pupil in the school about the way they are behaving:

Behaviour Scripts



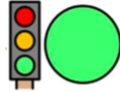
Throughout this process staff should endeavour to ensure that other children are being praised and rewarded for the right behaviour.

All classes will prepare their traffic light sanctions and discuss during PSHRE session :

All staff will wear a traffic light on their lanyard to reinforce the

expectations.

Green Behaviours



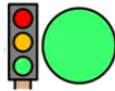
Being Safe: Thurnham walking: walking on the left; excuse me, thank you, you're welcome; holding doors open for others; waiting at entrances and for the line to 'catch up'.

Being Ready: Paying attention to the person speaking, following class signals e.g. to stop; using equipment in the way we have been shown.

Being Respectful: Using kind hands, and kind words, using people's names, listening with your eyes and ears.

Using our Super Powers: Resilience, Brain Power, Independence and Creativity

Green Behaviours - rewards



Praise via house points / Dojo

Special Lunch table Monday - with Headteacher and Deputy Head

Notes home - from all adults

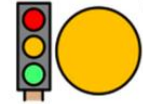
Celebration Worship: Celebration Board

Headteacher stickers

Weekly Class Cup

Non-uniform day for winning house, in house colour clothing – once a term.

Amber Behaviours – consequences/repair



Verbal reminder(s) of Green Behaviours

Use of the Behaviour script

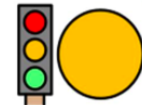
Comic Strip Conversations – to unpick what happened and why

Repair with the child and adult

In class time-out

Five minutes with a timer. A small poster that the child can access in the time-out area.

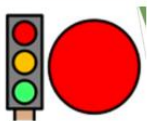
Amber Behaviours – examples



Not being safe: running inside school, using an outdoor voice indoors, not lining up, talking in the line, not tidying up.

Not being ready: calling out / talking after reminders / not having the equipment needed to learn.

Not being respectful: touching other people's things without their permission, saying unkind things or using unkind gestures.



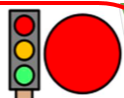
Red Behaviours – examples

Consistently using Amber Behaviours.

Being unsafe: displaying dangerous behaviours by endangering yourself or others e.g. throwing objects, threat or causing physical injury.

Not ready: Not able to engage with adults or learning.

Being disrespectful: Upsetting others through using hurtful or inappropriate language/words. Not following the rules. Damaging property.



Red Sanctions – consequence/repair

Colleague assisted time-out

The child to be escorted to another class in a different year group for 15 minutes (with timer), without their work. The support colleague does not 'counsel' or give undue special attention to the child in time-out in their class.

If a child is significantly disturbing, or unsafe:

If there is a concern over physical (or psychological) safety, a senior teacher should be sent for (by walkie talkie, or cue-card) immediately. A member of the SLT, or nurture team will then calmly escort the disruptive child away from their peer audience for supervised time-out.

Record on CPOMS, using A.B.C. charts (if necessary to understand the behaviour).
Apology or making restitution, when the child is calm.

Traffic light system

Examples of these are:

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

These behaviours result in a message on Seesaw being sent to the parent, or a phone call being made, outlining the behaviour that has taken place. The Headteacher or Deputy Headteacher 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.

Parents will not be approached at the gate.

A Comic Strip Conversation should be undertaken by the class teacher (or relevant adult) before contact is made with home.

A note will be made on CPOMS of the incident – how it was explored and what happened next.

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

SANCTIONS FOR EXTREME BEHAVIOUR

Certain totally unacceptable behaviours bypass the

repeatedly then the situation will be monitored and an individual support plan put in place. ABC forms will be completed to help build a bigger picture.

Rewards

Celebration Time

Part of the Citizenship worship on a Monday 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 will be displayed in a frame in the entrance hall. Parents/Carers will be able to come and share the work with their child. The will be presented with a certificate outlining the achievement during the celebration part of Citizenship Worship

Rewards

- . Notes home celebrating the use of our super powers
- Stickers demonstrating the super power used
- Celebration of work on the celebration wall in the entrance
- Special Lunch table on a Monday
- House points (Dojos) – all dojos need to be backed up with a house point.

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), This plan will be developed by a referral to the SENCO and the preparation of an Individual Behaviour Support Plan.

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- house points- letters home)
- 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 house point'

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 Repairs/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 SENCo, 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.
- Repairs 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 calm down space with some music and reduced lighting if desired. 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, 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.

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 and recorded on CPOMs

During the lunchtime playtime the children are given access to a variety of play zones.

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:

- Worship
- 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 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 Headteacher, 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. Using the ABC sheets and classroom observation support. 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 incidents are kept on CPOMs.

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

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

Every day is a new day – we start each day with a fresh positive approach.

Supervision

Supervision is available for all staff to talk through situations and issues which may arise.

See the Interim Headteacher or Deputy Headteacher if required.

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 ASC or ASC type behaviours that need bespoke support:

A different intervention to a behavioural approach would be needed if the pupil has a Persistent Demand Avoidance / 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.

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 Repair.

Widgit/ comic strip conversations/ 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.

Updated September 2023