

Thurnham C E Infant School



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

Whole School Differentiated Behaviour Policy

*(This policy is currently being reviewed
to marry with our Nurture and Thrive
Principles)*

Member of Staff Responsible	Mrs E Pateman
Position	SENCO
Dated	September 2021
Date of next review	September 2022

Our School Rules

Be safe...

Be ready.....

Be respectful....

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*

Introduction

This policy is underwritten by our school Christian value of love: "With God we learn to love and love to learn".

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, "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 six Christian values that were decided upon by the children themselves: Kindness, Trust, Sharing, Respect, Love and Friendship which form the back bone of all that we do in relation to behaviour and discipline.

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.

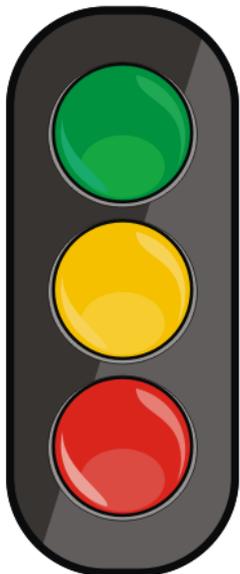
The rules link into our 'Traffic Light' behaviour system

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.

PLANA

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 is 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



Are you being ...? (insert school rule)

What is it you are doing?

What should you be doing?

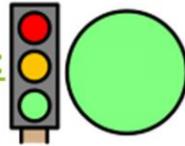
Throughout this process staff should endeavour to ensure that other children are being praised and rewarded for the right behaviour.

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 message

Green Behaviours look like:

- ▶ 'Thurnham Walking'
- ▶ Holding doors open for others
- ▶ Showing good manners
- ▶ Good behaviours for learning
- ▶ Having kind hands
- ▶ Using kind words
- ▶ Being respectful
- ▶ Being a friend
- ▶ Using your Superpowers and Christian Values

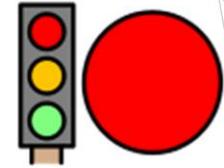


Rewards

- ▶ House points /Dojos
- ▶ Notes home
- ▶ Lunchtime table
- ▶ Headteacher sticker
- ▶ Lunchtime star
- ▶ Non-uniform day for winning house
- ▶ Celebration Worship

Red Behaviours look like:

- ▶ Not engaging with the learning
- ▶ Being unsafe
- ▶ Being disrespectful
- ▶ Unwanted physical contact
- ▶ Something that endangers themselves or others
- ▶ Damaging another person's property
- ▶ Using hurtful or inappropriate language
- ▶ Being unkind to someone else
- ▶ Consistently using Amber behaviours
- ▶ Not following the rules

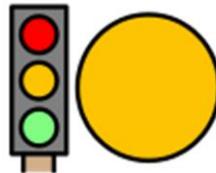


SANCTIONS:

- ▶ Discussion about the behaviour
- ▶ Behaviour script
- ▶ Thinking time with timer at 'Thinking Table' in the playground (or in school)
- ▶ A consequence/apology to the injured party-
- ▶ Time in another class
- ▶ An apology letter/picture
- ▶ Phone call home if appropriate
- ▶ Visit to Mr James / Mrs Pateman

Amber Behaviours look like:

- ▶ Not being respectful
- ▶ Not being ready
- ▶ Not being safe
- ▶ Not listening
- ▶ Calling out and talking when been asked not to several times
- ▶ Touching other people's things without their permission
- ▶ Running in school/classroom
- ▶ Saying unkind things/ unkind gestures
- ▶ Using outdoor voice in school



Consequences:

- ▶ Discussion about the behaviours
- ▶ 'Behaviour Script' shared with child
- ▶ Verbal reminders to move to Green behaviours
- ▶ Time out with a timer/ thinking time

SANCTIONS FOR EXTREME BEHAVIOUR

Certain totally unacceptable behaviours bypass the 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 letter 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.

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 Rewards

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.

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)
- 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.

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:

- 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. (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 Headteacher's office.

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 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 ASD:

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 July 2021 in light of Covid – Regulations.