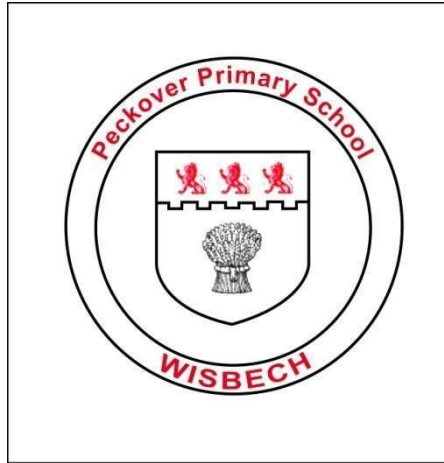


Peckover School



Behaviour Protocol

Aims and Principles

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. We believe that all behaviour is communication and we put emphasis on the education of children in Social and Emotional and Behavioural aspects equally alongside academic. Each child is treated individually with their barriers to learning being addressed to enable them to be ready to learn. The following are the core values of the school, which underpin our ethos for the whole school community using the STEPS principles..

P R O U D

P is for perseverance. We have a relentless approach to achieving excellence. We have an understanding of the difference between right and wrong.

R is for respect. We listen, do not shout, do not judge, celebrate diversity. We understand the school has rules which must be followed for the safety of all. We appreciate the school environment and respect the property of others.

O is for opportunity. We use the opportunity to learn from our educational consequences. Children are given the opportunity to have a fresh start every day.

U is for united. We are tolerant, value teamwork including parents. We are a family. We are polite cooperative and friendly and value other people, their work and their opinions.

D is for do your best. Children are encouraged to use positive strategies and staff will always do their best for the children.

It is very important that rewards and protective and educational consequences experienced by our pupils are at all times consistent, fair, proportionate and relevant.

Expectations

At Peckover we expect all members of staff to have highly effective and consistent behaviour management strategies using the STEPS principles.

It is expected that:

- Children will line up silently, walk to hall silently, sit in assembly silently
- Classrooms will have a calm, quiet and purposeful working environment with no low level disruption
- Children will work/play purposefully engaged with a clear understanding of what they are doing
Children will be taught to tidy away equipment, resources, toys and leave the classroom as they found it
- Children will not call out in class or interrupt adults
Transitions will be carefully managed to ensure children move around the school calmly
- Adults will always remain calm and will not shout or raise their voice

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- Teachers are responsible for early intervention liaison with parents and recording all communication and behavioural concerns on CPOMS.
- Children who find it difficult to meet the expectations listed above will be taught and given strategies to provide the missing social capabilities.

Positive Behaviour Procedures-How We Will Achieve This [guidance for adults]

- At all times notice and praise the good
- Model all expected behaviour, repeat until you have the desired outcome and never allow behaviour to slip, be insistent. Praise every time children achieve what you expect and educate children with gaps in their social and emotional development.
- Use non-verbal signals to stop the class e.g. 'Team stop' signal to gain the attention of the whole class (palm up - facing the class and wait for all children to be silent), a clapped rhythm, give me 5 hand in air
- Tell children you will ignore all calling out. Ignore anyone who calls out with an outstretched palm, take response and praise those who are doing the right thing. • Model transitions around the classroom; line children up one at a time, send groups to work one group at a time, tables/groups to tidy away one group at a time
- Model how to tidy away, share, play, settle to work in terms of expectations and physical boundaries within the classroom
- Provide repeated protective and educational consequences, strategies and scripts for children who have gaps in their social and emotional development meaning that they find it harder at present to reach the expectations of the school in a supportive way.

Rewards

Each class has its own class routines, which are agreed at the beginning of each academic year by the class and their Teacher. Class Dojo forms part of our key reward system with Dojo points being added to the online system. Dojo points can only be added by staff: they cannot be removed. The routines will enhance the principles above. Teachers have different ways of rewarding positive behaviour. Whole class rewards may be given such as a craft afternoon, a picnic on the field.

Procedures for dealing with Unacceptable Behaviour

Whilst we aim to always reward positive behaviour, we acknowledge that there will be times when we have to deal with behaviour that is unacceptable.

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. In accordance with STEPS principles, all staff will be mindful of the behaviour as a means of communication.

- It is important to take time to find out exactly what has happened
- Staff will deal with poor behaviour calmly and never shout Child will be asked 'What did you do?' so the child will have chance to have their say e.g. 'is there anything you want to say

about this behaviour or the incident?' and then should be asked 'What should you have done? What will you do in future?' • Staff may 'mirror' child's behaviour to show them what it looks like, with their permission.

- It is important to only refer to the original problem rather to get into an argument over for example how the child is standing.
- Calm down time is important. Problems can only be dealt with once the child is calm.
- Use the term "obviously" See appendix 1 for flow chart of supportive children to behave in a pro-social manner.
- For children with Personal Support plans for behaviour the following script can be used. "child's name. I can see there has been a problem. You talk and I will listen."

Disruptive Behaviour in Class

The child is warned about their unacceptable behaviour in a way that does not disrupt the lesson. Teacher has ownership of behaviour and will talk to children after class and apply educational consequences where necessary. It is the Teacher's responsibility to see the educational consequences through. For example, if the class Teacher applies the educational consequence of missing a breaktime, this should be to provide supportive education around the area of concern. This must be carried out by the class teacher in the classroom and not passed to another member of staff. Educational consequences must be:

Relevant to the undesired behaviour and must be restorative and developmental in order to help a child make progress in their social, emotional and behaviour development. See appendix 1.

For children whose behaviour is continually poor:

- Class Teacher will refer to Inclusion Manager. There will be a discussion with the child's parents. Inclusion Manager, class Teacher and parents will discuss strategies and set targets to help child improve their behaviour using a Pastoral Support Plan. A home school book may be given to monitor their progress towards these targets.
- Inclusion Manager will decide when it is appropriate to escalate a situation to the SLT, Vice-Principal or Principal
- Targets and strategies set must be applied consistently by all adults working in the classroom

Dealing With Unacceptable Behaviour

For the vast majority of children, the above strategies are effective and result in good behaviour across the school. However, we acknowledge that there may be one or two children who may display completely unacceptable behaviour such as: Physical violence

- Discrimination of any kind e.g. racial, gender
- Deliberate disobedience, including rudeness or disrespect
- Threatening or aggressive behaviour, including bullying
- Disregard for the school environment and property
- Refusing to comply

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School will repeatedly use educational and protective consequences to support and improve the behaviour liaising with external agencies where necessary.

Where a child is deemed a danger to themselves or others the class Teacher should move the class to a safe place and call for Inclusion Manager and a member of SLT. It may be necessary to place the child in isolation, or call the parents in. In extreme case, where the child, or others may be in physical danger restraint would be necessary and would be used proportionately by staff who have been trained to do so.

These children need extra support:

- Where there is no improvement in behaviour other agencies may become involved eg Early Intervention Family Worker, Educational Psychologist, School Nurse, CHUMS, SEND Services, this would be through the Early Help Assessment.
- Where a child continually refuses to behave and disrupts the class, or in extreme cases such as assault, s/he may be excluded from school. [see Exclusion policy]

Pastoral base

If a child is persistently disruptive in class or is becoming a danger to themselves or others they may spend some time in the pastoral base until they are calm and ready to return to class. The pastoral base is to be used to prevent fixed term exclusions. The pastoral base is a safe environment, where children can calm down. There must always be an adult present to supervise pupils. The pastoral base will be used until the child is ready to return to class in order for them to be successful. The pastoral base is an inclusive strategy for children to remain in school and have a successful day, even if this means them being out of class for a period of time.

Lunchtimes and Playtimes

- Those whose behaviour at lunchtimes repeatedly falls below the acceptable standards would be supported by protective and educational consequences. Which may mean a rota is drawn up as part of a Pastoral Support Plan for play.
- Adult led play areas are used to help children with no one to play with and children who have difficulty in playing in an appropriate way.
- The Eagles lunchtime group is a supportive, fun group, adult led. It is for children who may be experiencing some difficulties at playtimes. Games are designed to promote cooperation, collaboration, sharing.

Role of Inclusion Manager

The Inclusion Manager's role is primarily pastoral care; to provide early intervention support for vulnerable children, to enable them to enjoy and be successful in school. The Inclusion Manager works with SENCO, Early Family Intervention worker, parents and staff to provide pastoral support and care for individual children. The Inclusion Manager is based in the 'Nest'.

On occasions children may need personalised support and strategies to support their behaviour.

Inclusion Manager should be involved where a child persistently displays low level disruption in the classroom or on the playground, or for children who are displaying higher level disruption.

The Inclusion Manager will liaise with class Teacher, parents and SENCO to devise personalised targets and strategies to support the child. The Inclusion Manager is an accredited STEPS Trainer and annually updates staff training.

Bullying [see separate protocol]

Bullying is a persistent, deliberate attempt to hurt or humiliate someone, physically or psychologically, over a period of time. We consider bullying unacceptable and we will also take racial harassment very seriously. Our personal, social and health education programme includes work on self-esteem, assertiveness, respect for self and others, and teaches that differences should be accepted. We have trained staff who can help children with low self-esteem who may be more likely to be bullied than other children.

We encourage children to tell someone if they are being bullied – Inclusion Manager, a friend, a class friend, a Teacher or other staff members, a parent or other adults – so that intervention can take place. Each class has a worry box so that children can report any issues. There is a school anti-bullying protocol available.

Good behaviour in school, like so many other things, is not automatic and has to be worked at by all staff in school. We appreciate the good support that we receive in this respect from parents. We believe that positive behaviour is best achieved when parents and staff work closely together.

Racial/Homophobic Incidents [see separate protocol]

Any racial and homophobic incidents are automatically recorded on CPOMS and the Principal on the correct form. The perpetrator and victim have incidents recorded on file. An protective and educational consequence are applied, parents are informed. In the staff room there are bullying and racist incident reporting forms that are passed onto the Principal immediately there is a problem.

Last reviewed: August 2021

Date of next review: August 2022

Supporting Children To Behave In a Pro-Social Manner

