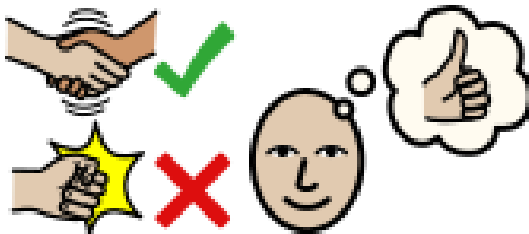




**Marleigh Primary Academy**



## **POSITIVE BEHAVIOUR MANAGEMENT POLICY**



## Section 1: Vision and Values

All behaviour, both pro and anti-communication. At Fen Ditton support pupils' emotional

environment for our pupils to thrive, improve their overall wellbeing and to create a positive learning ethos. We acknowledge that behaviours are linked to social and emotional development, and we teach pupils to manage, understand and develop their own behaviours. Our ethos is one of care and guidance, following the fundamentals of the Cambridge Therapeutic Thinking approach to support pro-social behaviours and this document outlines our behaviour management strategies. Our approach is about supporting pupils to make positive choices and to develop their self-regulation capabilities, while taking into consideration individual factors that may be contributing to a pupil displaying anti-social behaviours.

We aim to make the school a happy and secure place for all using our four school values of **Respect, Resilience and Reaching high**. We encourage every pupil and adult to behave in a responsible and self-disciplined manner and to care about the needs and the rights of all others in the school community. We recognise that we are preparing pupils for secondary school and into adulthood and we will endeavor to develop pupils' social skills across a range of situations. In line with other school policies, this document will support the development of pupils' wellbeing and assist pupils with managing their feelings and emotions.

## Promoting the Positive – The Fen Ditton Way

Our approach to managing behaviour is underpinned by the therapeutic values and principles outlined by the Cambridgeshire Therapeutic Thinking approach. External discipline may suppress anti-social behaviour but long-term behavioural change comes from developing internal discipline. We will help pupils to 'learn behaviour' and make positive behaviour choices through ensuring the following:

**Positive relationships with adults and peers** - Having positive relationships with pupils and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.

**Consistency of vocabulary** – Pro-social behaviours are referred to with the pupils as expected behaviours whereas, anti-social behaviours are referred to as not expected.

**Visuals** – These are used across the school to support all children with their understanding and their emotional regulation.

**Positive role models** - Using words and actions that mirror the responses we are trying to encourage in pupils. As well as this, pupils have the opportunity to be given roles and responsibilities (Year 6 jobs, play leaders and peer mediators) to support pupils to learn and develop pro-social behaviours.

Policy Review Schedule	
This policy was approved:	January 2024
This policy will be reviewed:	July 2026
Member of staff with responsibility for review:	Headteacher

## Statement

social, is a form of Primary School, we aim to development by creating an

**Praise and positive reinforcement** - Noticing when pupils are demonstrating socially acceptable behaviours and ensuring this is praised and rewarded.



**Comfort, calmness and forgiveness** - Ensuring that when things go wrong, the opportunity for learning is not lost and another opportunity to get it right is given.

**Positive phrasing and repetition of expectations** - Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.

**Consistency** – Working together to determine the best way to support each individual pupil and ensure that approaches to that pupil are consistent.

## Section 2: Pro-social Behaviour

Pro-social behaviours relate to a behaviour which is positive, helpful and values social acceptance. Below are some examples of pro-social behaviours. These are explained in more detail in our Behaviour Curriculum.

<b>Behaviours to be Calm and Safe</b> 	<b>Behaviours to show Kindness and Respect</b> 
<ul style="list-style-type: none"><li>★ To walk around school calmly and quietly.</li><li>★ To use the appropriate level of voice in the classroom.</li><li>★ To follow instructions.</li><li>★ To communicate to an adult when they need help.</li></ul>	<ul style="list-style-type: none"><li>★ To say or sign please and thank you.</li><li>★ To keep our environment tidy for everyone to use.</li><li>★ To use kind words or actions when communicating with others.</li><li>★ To listen to others when they are speaking.</li></ul>

### Responding to Pro-social Behaviours:

Every member of staff will respond positively to pro-social behaviour so that learners develop an understanding of what pro-social behaviours are and that their pro-social behaviour can be rewarding. Pupils should also be helped to understand how their own behaviour can bring about positive experiences and feelings in others. When pupils are positively engaged and learning, staff must **'catch them getting it right'** through specific praise and recognition.

All adults in school, including those involved in out of school provision, and any visiting professionals should reward pupils' positive, pro-social behaviour by giving:

### **Praise and positive feedback**

This includes direct specific praise e.g. 'Great listening Alex. Well done!', indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Alex/this group is listening today?', anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.'

### **A relevant reward such as a sticker or a special opportunity**

The adult must make clear what is being rewarded and the impact of positive behaviour. Special opportunities might include (but not exclusive of) additional playtime, jobs, helping or reading to younger pupils.

### **House point system**

Adults can award house points for pro-social behaviors that will lead to house rewards.

### **A class or school role or responsibility**

Adults can give pupils additional roles or responsibilities which benefits the whole class or school.

### **Awards in assemblies**

Teachers award certificates in our weekly celebration assembly, one of which is always linked to our school values.

### **Thank you letters or praise postcards**

Written by staff to pupils outlining the specific pro-social behaviours being celebrated.

### **Sharing work**

Adults can give pupils the opportunity to share their behaviour or their work with other classes, teachers, a chosen adult, the Deputy Headteacher, the Headteacher, in assembly or on the school website or school's social media platforms.

### **Positive feedback to parents/carers**

Adults can provide feedback at the end of the day, written on a postcard, a photocopy of the work, calling parents/carers and feedback at parents' evenings.

### **Representing the school at competitions**

Pupil showing pro-social behaviours can be given opportunities to take part in sports competitions and other Anglian Learning Trust events.

We do not reward children with physical prizes unless they are educational and part of an agreed school reward scheme.

### **Section 3: Supporting All Learners**

For the majority of learners, our consistent approaches across the setting and ordinarily available provision will support pupils to develop positive behaviours for learning and pro-social behaviours that benefit the group dynamics. All staff promote pro-social behaviours including our agreed core values throughout the school day. Widgit visuals are used throughout the school setting by all adults to support pupils with understanding instructions, managing emotions and behaviour choices. Visual timetables are used to support children with transitions throughout the school day. In addition, all staff use a consistent language when communicating verbally with pupils about their behaviour. This includes all staff explicitly teaching and using The Zones of Regulation materials.

Adults may make reasonable adjustments to support pupils to be successful. These adjustments may include providing movement breaks, arranging specific seating or a workstation, an agreed calm space, regular communication, creating individual timetables, fidget objects (agreed by the SENCO) and using task breakdowns.

### **Section 4: Unsocial Behaviour**



Unsociable behaviour is not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings. Staff will strive to interpret unsocial behaviour as a communication of negative feelings and support pupils with this.

Examples of unsocial behaviour are as follows: leaving their desk without permission, leaving the carpet during input/story without permission, refusing to complete the work set, choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc), swinging on their chair, calling out/talking to a friend, not listening to instructions, playing/fiddling with equipment.

All of these behaviours could be a sign of needing help, attention or that a pupil is bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes anti-social.

## Section 5: Anti-social Behaviour

Anti-social behaviour is any behaviour that causes harm to an individual, a group, to the community or to the environment. All staff will respond to anti-social behaviours appropriately, taking into account the level of the behaviour and whether it is considered difficult or dangerous. Dangerous behaviour is behaviour that will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Difficult behaviours are those considered anti-social but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Joe continually shouting out is difficult within a group teaching activity.'

When a pupil appears to require support to achieve pro-social behaviours we will use the following de-escalation script:

***Childs name***

***I can see something has happened***



***I am here to help***

***Talk and I will listen***

***Come with me and...***

### What are difficult and dangerous behaviours?

The table below outlines some of the different types of anti-social behaviours.

<b>Difficult Behaviours</b> 	<b>Dangerous Behaviours</b> 
Persistent low level disruption, swearing, verbal insults, bullying, damaging school property, threats, severe disruption of the good order of the classroom or around the school, prejudicial insults, leaving a	Physical or emotional attack against staff: invading space/ pushing, physical assault against a pupil, racist or other prejudicial abuse, persistent bullying, willful damage to property, leaving the school site

specified area without permission, fighting or hurting someone where the trigger is understandable but the hurt is not major .	during school hours deliberately without permission, need for physical intervention, using a weapon, aggression.
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The expected responses to all anti-social behaviours are detailed below and staff follow our behaviour flow chart (appendix 1) to support the consequences and responses to anti-social difficult or dangerous behaviour. There is a separate Anti-Bullying Policy to address bullying behaviour.

It is important to note that some of these anti-social behaviours can occur online and the responses, strategies and consequences will be the same as if they happened face-to-face.

Behaviour Category	Examples of Behaviours	Response and Strategies	In Class Consequences	Playground and Around School Consequences	Other staff/leader/professionals involvement	Recording and informing Parents
Low-Level Difficult Behaviours	Wandering about, calling out, interrupting the teacher or teaching assistant when talking to the whole class, disturbing other pupils or teaching, talking when asked not to, silly noises, pushing in line, cheekiness, minor challenges to authority, annoying others	<p><b>Strategies</b> Eye contact, change of tone, address the behaviour not the person, use of visual reminders, speak to the pupil individually, remind pupil of desired behaviour.</p> <p><b>Verbal Script</b> 'Name', followed by command (<i>e.g. sit down in your seat</i>), thank you.</p>	<ul style="list-style-type: none"> <li>• Change of seating</li> <li>• Thinking time</li> <li>• Partial or whole loss of playtime to follow up (restorative and supportive)</li> <li>• Completion of unfinished work (or appropriate amount of work) in free time</li> </ul>	<ul style="list-style-type: none"> <li>• Having a conversation with an adult</li> <li>• Standing with an adult</li> <li>• Spending time with an adult looking at supportive visuals in the gazebo</li> <li>• Spending time with a peer mediator</li> <li>• Spending a short time on the reflection bench (up to 5 minutes)</li> </ul>		Keep records on chronologies and share with parents if they persist e.g. face to face, at parents evening or via telephone. If the low-level behaviour continues involve parents to agree on appropriate strategies.

Behaviour Category	Examples of Behaviours	Response and Strategies In Class Consequences	Playground and Around School Consequences	Other staff/leader/professionals involvement	Recording and informing Parents
Medium-Level Difficult Behaviours	<p>Persistent low-level disruption, swearing, verbal insults, bullying, damaging school property, threats, severe disruption of the good order of the classroom or around the school, prejudicial insults, leaving a specified area without permission, fighting or hurting someone where the trigger is understandable but the hurt is not major.</p>	<p><i>We aim to provide a range of supportive actions and follow up discussions in addition to the following strategies:</i></p> <ul style="list-style-type: none"> <li>• Time out (agreed, short length of time).</li> <li>• Withdrawal for a period of time from playtimes.</li> <li>• Written/verbal apology if appropriate to restore relationships.</li> <li>• Cambridge Therapeutic Thinking tool kit used considered to map anxieties or trigger points.</li> <li>• Individual behaviour chart considered.</li> <li>• Individual timetable drawn up.</li> <li>• Pupils to spend time in lunchtime reflection room with a member of SLT following repeated anti-social, difficult or a dangerous behaviour.</li> </ul> <p><i>Any pro-social consequences given should be linked to the desired behaviours we are aiming for.</i></p>		<p>Repeated visits to reflection will often result in an arranged meeting with school staff and/or parents to form a plan to promote pro-social behaviours.</p>	<p>Informal contact with parents by class teacher when any medium level behaviours are displayed and if the same behaviour pattern persists.</p> <p>These behaviours are recorded using behaviour chronologies.</p> <p>Any parent contact should be recorded on chronologies.</p>



Behaviour Category	Examples of Behaviours	Response and Strategies In Class Consequences	Playground and Around School Consequences	Other staff/leader/professionals involvement	Recording and informing Parents
High-Level Dangerous Behaviours	Physical or emotional attack against staff: invading space/ pushing, physical assault against a pupil, racist or other prejudicial abuse, persistent bullying, wilful damage to property, leaving the school site during school hours deliberately without permission, need for physical intervention, using a weapon, aggression.	<p><b>Protective Consequences</b></p> <ul style="list-style-type: none"> <li>• Immediate withdrawal from class - sent to another class, safe space or to a senior leader</li> <li>• When regulating or working in a safe space of the school a child is never left alone or isolated in a locked room. We follow the guidance from the Safer Working Practice document 2023.</li> <li>• Internal suspension for part or a whole day with a planned response to promote pro-social behaviours</li> <li>• Persistent high-level behaviour could result in a fixed term suspension.</li> <li>• Permanent exclusion</li> </ul> <p><b>Educational Consequences</b></p> <ul style="list-style-type: none"> <li>• Consider behaviour plans or a risk reduction plan</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate withdrawal from the playground. Send to a senior leader.</li> </ul>	<p>Consider use of other professionals including the SEND team (Family and Social workers) to support a pupil and relevant people within Anglian Learning Trust.</p> <p>Consider temporary reduced timetable.</p> <p>Consider alternative provision.</p>	<p>Parents/carers contacted and appropriate meetings arranged Individual behaviour plan/meeting with school staff and/or parents.</p>

### Section 6: Unforeseeable Behaviour

Unforeseeable behaviours are behaviours that have not been covered by the policy, that have never previously occurred or so historic that they are not anticipated to occur again. Unforeseeable behaviours are not outlined or grouped due to their unforeseeable nature. However, if a behaviour is a high level dangerous anti-social behaviour then staff must respond accordingly following the steps outlined in our behaviour flow chart. If an

unforeseeable behaviour puts a child at immediate danger of harm, then physical intervention may be used, and the authorities may be called. This decision will lie with the member of SLT responsible for the situation and parents will also be informed immediately.

### **Physical Intervention**

*Taken from Behaviour in Schools guidance 2023:* There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

At Fen Ditton Primary, in the vast majority of situations, even of dangerously anti-social behaviours, reasonable force will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually using the forms in the standard book issued to all schools and parents and SLT notified.

### **Section 7: Recording, Reporting and Communication**



### **Where is behaviour recorded or reported?**

- Certificates records – pro-social behaviour.
- Behaviour chronologies – low- medium level.
- My Concern – High level.
- SENSO – reports any online anti-social behaviours. If concern is high.
- Cambridgeshire Therapeutic Thinking Toolkit saved in individual children’s files.
- If a staff member is injured this will be recorded in the staff injury book and first aid/support/respice provided as required.

Where low or medium level difficult behaviours occur, staff that have witnessed the behaviour should record these on pupils’ behaviour chronologies. Any high-level dangerous behaviours should be recorded on My Concern and reported to DSL where necessary.

Where staff have concerns about a pupil’s behaviour and feel that their needs are not being met by the ordinarily available provision or reasonable adjustments, the Cambridgeshire Therapeutic Thinking Tool Kit can be used. This helps staff to understand the causes of anti-social behaviour and provide a structure for planning how the pupil can be supported moving forward and creating a personal behaviour plan. If they place themselves and/or others at a risk of harm they will have individual risk reduction plans. These are overseen by the Headteacher, Deputy Headteacher and SENDCo to ensure they are reviewed and updated to reflect changes and progress.

Pupils who require a risk reduction plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others’ safety and to ensure learning takes place for all.

### **A plan will:**

- Be informed by a series of reflective documentation, following the Cambridgeshire Therapeutic Thinking graduated response (Appendix 2)
- Be based on analysis of the child’s behaviour using the tools of subconscious or conscious behaviour analysis, anxiety mapping and the roots and fruits proforma. These will enable staff to establish the times/ places/ lessons that give the learner greater anxiety and triggers that could lead to difficult behaviours.

- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

### **How is behaviour communicated?**

At Fen Ditton we expect parents to be our equal partners in recognising positive behaviour and in managing and improving behaviour. Pro – social behaviours are recorded by staff through individual class records. Pro-social behaviours can be communicated with parents in a number of ways. Children can take their certificates home to share with parents; sharing work successes with parents at the end of the day; class assemblies; end of year awards; stickers and headteacher postcards as well as open events.

This policy is available to all parents and carers and the school is committed to effective lines of communication with parents/cares to encourage consistency between school and home. Staff will inform parents as necessary and expect the reinforcement of parental support. Unless high-level dangerous behaviours have been displayed, class teachers will contact parents to inform them of the behavior, any triggers and the support that was Equal priority will be given to informing parents and carers about pro-social behaviour and anti-social behaviour.

Our Home School Agreement sets out the expectations and responsibilities of the parents, the pupils and the school. We will also encourage parents to promote our school values with their pupils. The school will offer strategies to parents, if requested to do so by the parents, on how we can support them to manage their child's positive behaviours outside of school. Parents are always welcome to discuss and worries about their child with us and staff will work closely and consistently with parents to offer support.

Where a support and risk management plan is implemented, parents will always be informed and involved in its construction, implementation and review.

### **Section 8: Suspension**

At Fen Ditton, serious incidents may result in a suspension (The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period) or permanent exclusion. These decisions are not made lightly and the school follows the principles and procedures shared in the DFE document (September 2023) - "Suspension, Exclusion from Maintained Schools, Academies and pupil referral units in England, including movement". Anglian Learning Exclusion and Suspension guidance is also used to support this process. Parents are informed of the decision and reasons for the suspension or permanent exclusion. A reintegration meeting is held with the parents and child on their return to school after a suspension.

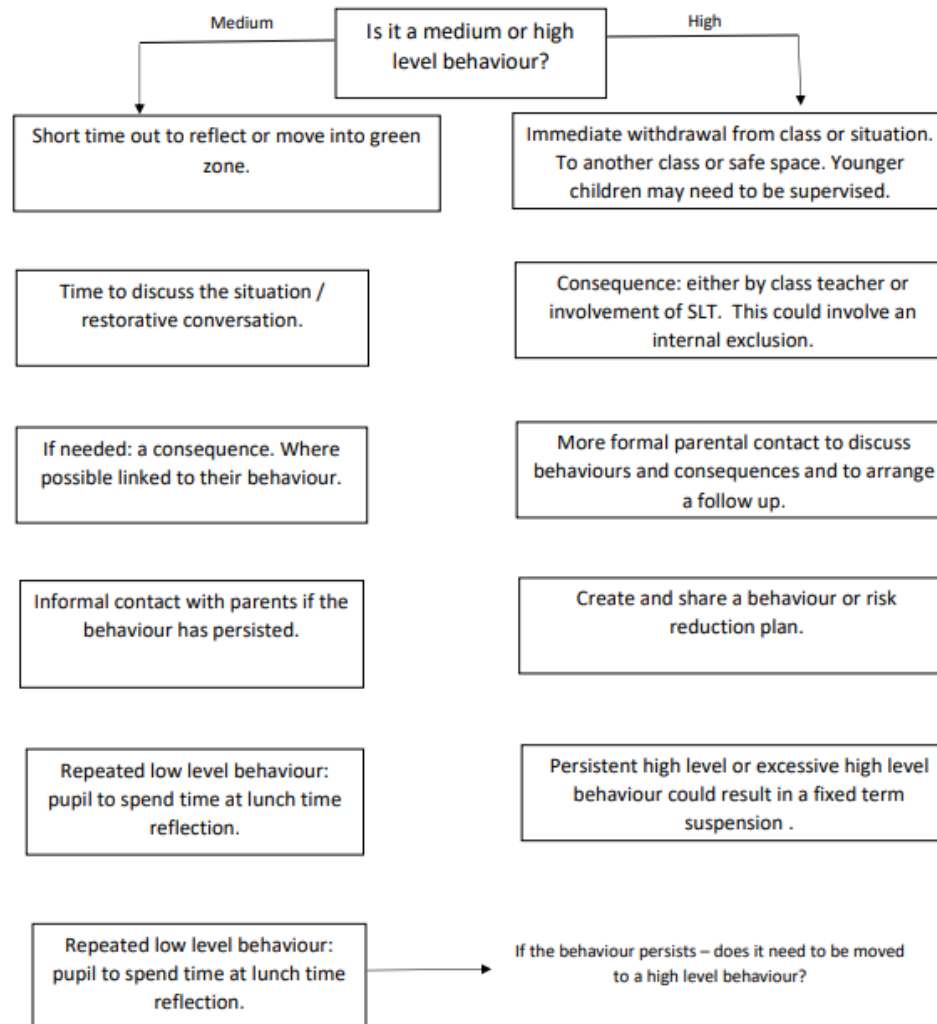
As per the DFE document, the headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A suspension may be used to provide a clear signal that the anti-social behaviour displayed by the pupil is unacceptable behaviour and is putting themselves or others at risk. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

## Appendix 1

### Flow chart for medium and high level behaviours:

**Medium level behaviours:** Low-level behaviours have not improved and continuation with anti-social, difficult or dangerous behaviours. It is also behaviour that impacts directly on another student or member of staff.

**High level behaviours:** excessive repetition of previous medium level behaviours or behaviours that harms a pupil or member of staff. It is also the willful attempt to damage school or other people's property. (Please see the behavior policy for more detail)



## Appendix 2

## Therapeutic Thinking Graduated Response

<p style="text-align: center;"><b>Universal Behaviour Curriculum</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach pro-social behaviour.</li> <li><input type="checkbox"/> Include within pupil induction.</li> <li><input type="checkbox"/> Establish routines.</li> <li><input type="checkbox"/> Staff role-model expectations.</li> <li><input type="checkbox"/> Create positive relationships.</li> <li><input type="checkbox"/> Use positive phrasing to communicate expectations.</li> </ul>
<p style="text-align: center;"><b>Targeted Behaviour Policy</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>
<p style="text-align: center;"><b>Targeted Plus Early Prognosis</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Function of behaviour</li> <li><input type="checkbox"/> Health and wellbeing</li> <li><input type="checkbox"/> Context</li> <li><input type="checkbox"/> Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>
<p style="text-align: center;"><b>Specialist Predict, Prevent &amp; Progress</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul>
<p style="text-align: center;"><b>Specialist Plus Therapeutic Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>