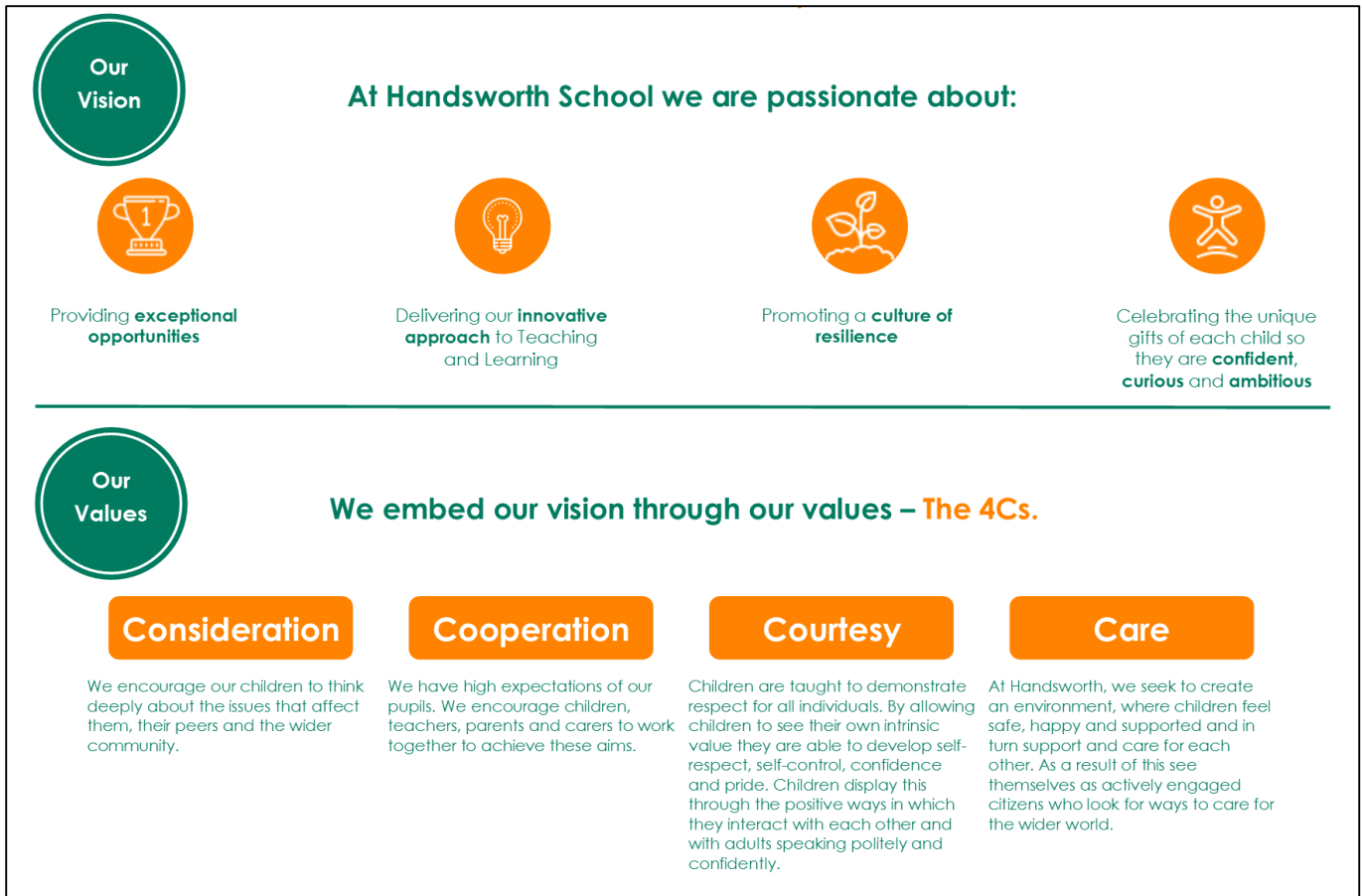


Handsworth Primary and Nursery School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.



Aims of this policy

- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- to promote the use of restorative approaches in place of punishments;
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

Our School Rules

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

Our rules are displayed prominently around the school and in the playground. Adults are expected to explicitly teach them at the start of each term and reinforce them regularly in assemblies and circle times.

The Foundations of Our Practice

01

Consistent, calm adult behaviour

02

First attention to best conduct

03

Relentless routines

04

Scripting difficult conversations

05

Restorative follow up

Taken from the Five Pillars of Pivotal Practice (When the adults change, Everything changes – Paul Dix)

1. Consistent, calm adult behaviours

Strong relationships between staff and pupils are vital. Staff must be consistent with children and set firm boundaries and expectations at all times enabling pupils to feel safe.

Staff must be approachable and there to help, not merely discipline. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

At Handsworth Primary and Nursery School we ask for adults (staff, governors and visitors) to amplify the following behaviours:

- **Calmness**
- **Humour**
- **Empathy**
- **Consistency**
- **Reflective practice**
- **Catching students being positive**
- **Recognising and praising good conduct publicly**
- **Confident with a smile**
- **Aiming for “win/win situations”**
- **De-escalation**

At Handsworth Primary and Nursery School the following behaviours are unacceptable and should be challenged if displayed by adults in our community:

- **Aggression**
- **Shouting**
- **Negativity**
- **“Losing it”**
- **Adults creating “power struggles”**
- **Humiliation**

2. First attention to best conduct.

At Handsworth Primary and Nursery School, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

The language around behaviour should remain positive at all times. We firmly believe in the power of meaningful, specific, personal direct praise. Notice excellent behaviour; tell children what you are praising and why.

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phases such as 'kicked off' or 'screaming fit' are unhelpful.

Praise is important, At Handsworth we have a variety of praise systems to build self-esteem:

- Staff are encouraged to provide specific verbal and written praise for good learning, effort or behaviour. When giving praise we ask for adults to be alert to their own bias and actively address it.
- Children who have done great learning will be asked to share their learning with SLT, other teachers and classes.
- Teachers will share positive feedback about a child's behaviour – either by the phone, face-to-face, email or using notes home to parents to celebrate appropriate behaviour.

Star of the week

The belief driving this strategy is that every child has a right to be noticed and appreciated. Therefore, it is not a strategy where children are nominated each week – it is their right to be a star – so their names are drawn out of a box from September to July – so every child knows when their week will be.

Prior to their week of being a star – the teacher creates 3 positive sentences about the child. Children and other adults are consulted for special things they have noticed about that child.

“We have noticed that you are very helpful with young children”

“We've noticed that you have great self-control and always stay calm under pressure”

“We've noticed that you always have a big smile and a positive greeting for everyone”

These are then written on two golden leaves one for the child and one for the tree. In the weekly assembly this is given to them and read out to them. They can take the leaves home and they are rewarded a big badge saying 'I Am Star of the Week'. They wear it all week and all adults gently acknowledge and ask “what's on your leaf”. The child needs to reply in the present tense, i.e. “I am very helpful with younger children”, “I have great self-control”

Academic research has proved that the more a person repeats their positive qualities, the more they believe it and the more their self-esteem grows. In addition, the positive conversation counteracts any negative labelling this child may be attracting. So the adult who may be having problems with that child is then alerted to the positive qualities as well.

3. Relentless Routines

We are committed to making our school a safe environment for children and adults. We want to give children the tools they need in order to build happy fulfilled lives. Often children are either 'order navigators' or 'chaos navigators' this depends of their lived experiences of being loved and having your needs met or not. However, both order and chaos navigators can thrive with the certainty of routines. Routines also allow adults to lead from our values not our ever changing emotions. Having clearly defined rules, routines and rituals will help us to remain consistent on difficult days. This provides security, children feel safe and secure in classrooms that are predictable.

- Do not assume that children know how to behave; regardless of age teach them the rules that operate in the classroom and precise routines and rituals for individual activities.
- Use positive language when drafting rules and routines; identify the behaviours that you want to see rather than those which you don't want.
- Teach the children your routines for formal learning activities (independent work, group discussion, think/pair/share etc.)
- Teach the children your rituals for classroom organisation and informal activities (entering the classroom, tidying, answering questions).
- Use acknowledgement and positive reinforcement to imbed your rules, routines and rituals.

How to teach a routine:

- Establish the routine and run it through with the children first
- Ask questions to check their understanding of the routine
- Show them where the routine can be found
- Catch learners doing the right thing
- Peg their behaviour back to the routine
- Consider making a tally next to the routine of how many times you have caught your class doing the right thing
- Celebrate the success of your class in following the routine

4. Scripting difficult conversations.

At Handsworth we look to resist endless discussions around behaviour and spend our energy returning learners to their learning. The majority of behaviours are dealt with in class using quick interventions and a range of de-escalation strategies. The 10-15% of behaviours which cannot be addressed within standard classroom practice will follow our **REMINDER > REDIRECTION > SPACE TO COOL OFF** model.

Scripts and support strategies.

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Re-focus child – *Child's Name*, I would love to see that work when you are done.

Direct an adult or give extra support (staff presence for the child/ containment) *Staff member*, could you see if *child's name* needs help making a choice?

Offer of support – “Are you okay, do you need anything”

Wondering question – *Child's name*, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”

Cue name – “Bob – all okay?”

Distraction/ Redirection: *Child's name*– please pop next door and ask Miss if I can borrow a xxx – Thanks.

Nip in the bud: “*Child's name*, you're talking and we are working quietly in this lesson.”

Name the need: You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week.

REMINDER > REDIRECTION > SPACE TO COOL OFF

This model is applied within a developmentally appropriate framework and can be adapted to suit children in the Early Years or those with additional needs.

<p>Our response to inappropriate behaviour.</p> <p>Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!</p>	
<p>1. REMINDER (reinforce 3 rules, privately if possible): I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to be ... (state relevant rule: Jenny Mosely). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.)</p> <p><i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Show me sensible walking. Thank you for listening.'</i></p>	
<p>2. REDIRECTION: I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.)</p> <p><i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p>	
<p>3. SPACE TO COOL OFF: In classroom > In another class > With a member of SLT</p>	
<p>IN CLASSROOM I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.</p> <p><i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i></p>	<ul style="list-style-type: none"> • Child sent to designated area of the classroom. • 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance. • Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc. • If behaviour improves, return to class. If not or if child refuses, move to Step 4. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with SLT and/or SENCO: consider Specific Behaviour Intervention.
<p>IN ANOTHER CLASS I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p> <p><i>Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mrs Duffy's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'</i></p>	<ul style="list-style-type: none"> • Child escorted to designated colleague / follow up to check child has arrived. • Remainder of lesson working alone without causing further disturbance. • Possible removal of privilege / playtime. • Teacher must provide work / activity for the child to complete and communicate this to colleague. • If behaviour improves, return to class. If not or if child refuses, move to Step 5. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by teacher to inform them that behaviour is a cause for concern.
<p>WITH A MEMBER OF SLT I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged)). I will come and speak to you at the end of the lesson / next break / end of the day.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p> <p><i>Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Jones and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'</i></p>	<ul style="list-style-type: none"> • Child escorted to / collected by appropriate adult. • From remainder of lesson through to a half day working alone without causing further disturbance. • Possible removal of a privilege / playtime. • Teacher must provide work / activity for child to complete as soon as possible after removal. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Discussion with Phase Lead / SENCO / Head Teacher as appropriate. • Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident. • Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc. • Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.

Playground Behaviour

At Handsworth, the expectations of our classroom behaviour and our playground behaviour are the same. We ask all adults in school to demonstrate **calm, consistent adult behaviour** and the expectation of respect for all members of our school community is reinforced.

As such, we expect SLT and teachers to stand alongside LSAs and MDAs and support them in behaviour interventions. MDAs are to follow the same processes as in class

REMINDER > REDIRECTION > SPACE TO COOL OFF

The **SPACE TO COOL OFF** will initially be on an allocated bench in the playground and then if necessary, with a member of SLT.

It is key that all members of staff are involved with the restorative follow up.

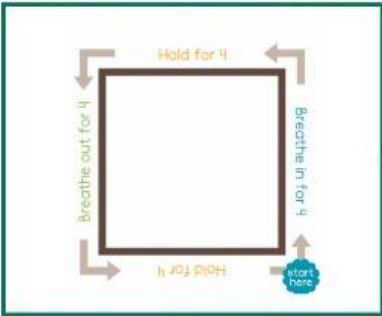
5. Restorative follow up

The focus of our behaviour interventions is to allow the children to be emotionally ready to return to their learning. A restorative conversation needs to take place between the child and their teacher at the earliest opportunity. A member of SLT can help facilitate this.

Once the child is calm and focussed you can lead them through the following restorative script. You or the child can fill the sheet in if you choose.

Name	
Date	

I am calm and ready to talk.
I can use square breathing to help me



1 What has happened?

2 What happened before?

3 How do I feel?

4 How has my behaviour affected others?

5 What needs to happen to put things right?

Behaviour Reflection

Extreme Behaviours

Some children may exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. For these children our focus is building strong, healthy attachments. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on MyConcern

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Exclusion (Fixed Term & Permanent)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

The role of the parent

At Handsworth, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor incidents.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up.

How are you Feeling Scale 1 – 5 © light education training ltd 2017

Mental Health and Wellbeing Support

These scales have been developed with classes of children and therefore are very practical and simple. We need to support children to get in touch with and express how they feel knowing this will be supported.

Clear strategy for when they are at a 5

As a class you will need to decide what you want them to do if they are at a 5, do they go to a calming corner where they can set a 2 minute timer and either draw or write how they feel. The teacher or TA can then talk to them after the teaching section of the start of the lesson has occurred. The key is to help them regulate their feelings and not be afraid of sharing them, but to be aware they can't just expect the teacher to deal with them immediately all of the time, so we are creating space and structure.

As a class when they come in first thing and after play you ask them collectively to show with their hands where they are on the feeling scale. Then ask them to breathe gently for a minute and to close their eyes slowly. It is just creating a pause to reflect.

By using consistency in the ways we communicate we will support all children to feel met and safe through familiarity of routine. These moments to check in with themselves and how they feel is an important mental health and well-being skill, crucially the sharing with others and seeing how others also feel different on different days **normalizes feelings**. The use of the showing on their hands what they are feeling from the scale 1-5 is easy for them to communicate visually and physically. We suggest this to be done on arrival to class and after lunch, both key points of possible tension for some of our more vulnerable children.

What is expressed is diffused, felt and can be let go of – this is essential for good mental health and wellbeing.



REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"

~ROSS GREENE

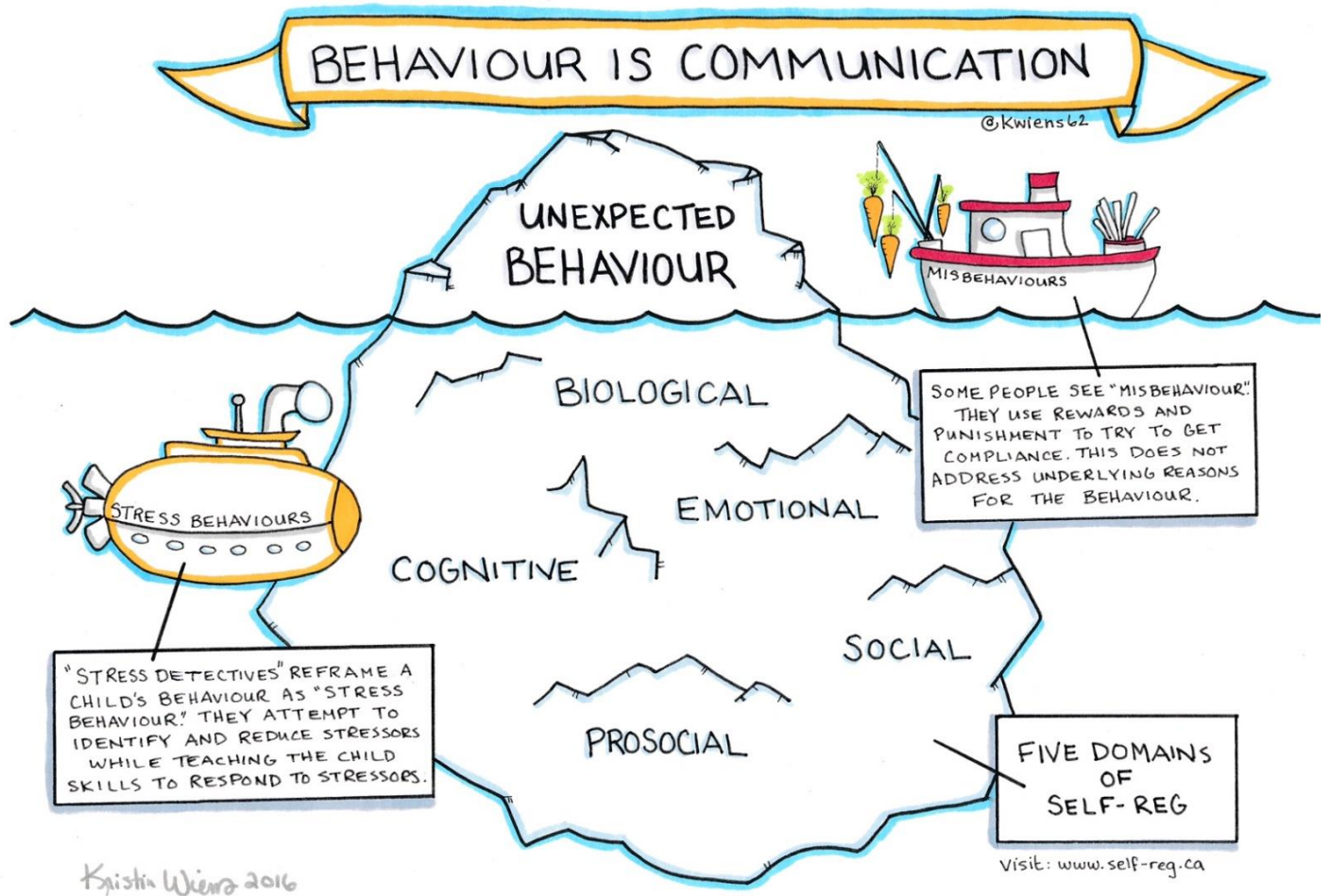


"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"

~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM



Becoming a Trauma Sensitive School Resource Bank

Recommended Reading:

When the Adults Change, Everything Changes: Seismic shifts in school behaviour – Paul Dix

The Trauma and Attachment-Aware Classroom: A Practical Guide to Supporting Children Who Have Encountered Trauma and Adverse Childhood Experiences - Rebecca Brooks

Conversations That Matter: Talking with Children and Teenagers in Ways That Help - Margot Sunderland

Know Me to Teach Me Paperback – Louise Michelle Bomber