Morecambe Bay Community Primary School Behaviour and Wellbeing Policy

June 2022

Behaviour and Wellbeing Policy 2021

The behaviour and wellbeing policy at Morecambe Bay Community Primary School, inclusive of social, emotional and mental health, is central to our vision and ethos. It runs through every element of school life, it underpins every interaction within our school; it is reflected in the positive relationships of trust and defines how our school aims to teach and learn. In addition, our ethos and holistic approaches reach beyond the school grounds, distinguishing us as an important part of our community.

This policy is a document that should be shared, understood and used by the whole school community.

Key principles underpinning this policy:

*   Systematic approaches to behaviour— this recognises that there are a range of systems, in and out of school, that impact on behaviour and mental health

*   Humanistic approaches to behaviour — that we not only consider behaviour from an observer but also through the eyes of the person behaving

*   That everyone has social, emotional and mental health and that all have the right to be safe, be respected and be treated equally.

*   Developing children's emotional literacy through the promotion of positive values is an integral part of children's learning

*   Growth mindset — where our basic abilities can develop and improve through hard work, fostering a love of learning and a resilience that is essential for great accomplishment.

*   A Whole-school positive ethos which develops co-operation, self respect and consideration

*   All relationships within the school are respectful and the role of the different staff are understood

*   Children know how to behave positively in school and beyond

*   Children are encouraged to take responsibility for their own behaviour and their impact on others

*   That parents are involved in all aspects of their children's learning and are support by staff as and when necessary

*   That at all available points, children's emotional needs are provided for and that we promote positive behaviours for learning appropriate to age. Additional provision for emotional wellbeing is available as and when necessary.

*   Reward and sanctions systems, if needed, are clear and personally designed

*   There is a system to combat bullying * The school has a system for working with outside agencies for support

*   Exclusion is only used as a last resort * IMPORTANT THING TO NOTE

Roles and Responsibilities

All adults have a role and a responsibility for promoting a high standard of behaviour. Even within nurturing, creative and differentiated lessons, where high levels of engagement are fostered, there can be circumstances of poor behaviour. Classroom staff (teachers and teaching assistants) are responsible as a first measure for acknowledging positive behaviour as well as identifying poor behaviour. Consistency within class and across school, when managing behaviour, is achieved by using the list of Encouragement Strategies Stair case (see figure 1). These strategies are used alongside classroom-specific positive behaviour systems. If behaviour persists and the 'Encouragement Strategies Stair case' is exhausted then the child enters into STAGE 1 of our behaviour pathway (see figure 2 - outlining process of escalation, recording responsibilities and expectations of the school as a team). REDLINE BEHAVIOURS have been clearly identified (see figure 3). On such occasions the child moves directly to STAGE 2 of the behaviour pathway (figure 2).

Things to note...

- It is the class teacher's responsibility to ensure that the necessary contact has been made either face to face or via phone by the staff

member responsible before the end of the school day. This may mean chasing up as to whether higher tier management have met this expectation. If not, this may mean doing it yourself (CT) or asking someone to do on your behalf. Higher tier management may instruct CT to make the contact on certain occasions if they are unable to do so themselves.

- Actions stated at the different stages of the behaviour pathway (figure 2) are <u>a range of actions</u> rather than a progressive and/or extensive list. Not all actions will happen in every instance at this stage. The Child, their chronology, details of the incident will all be taken into account when making a decision about actions to be taken.

- <u>IMPORTANT TO NOTE</u> - All procedural guidelines within this policy form a framework for professional decision making. The context of each situation will differ dependent upon personal backgrounds and events and there will be difference in the scale and speed of consequences of behaviour.

<u>If there are any questions about actions taken that you are unsure of ask a member of higher tier management.</u>

Encouragement Strategies Staircase – least intrusive

to most intrusive interventions.

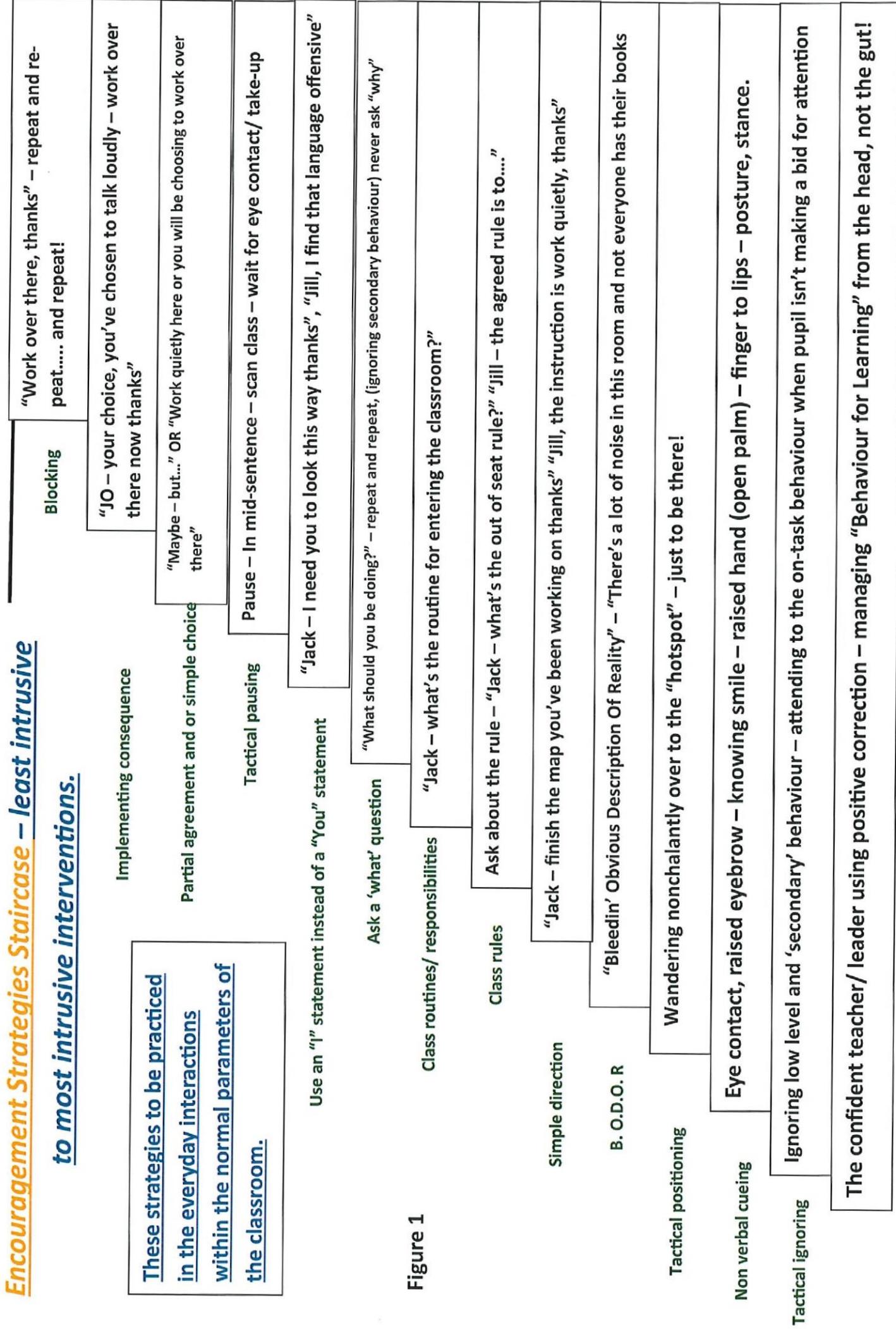These strategies to be practiced in the everyday interactions within the normal parameters of the classroom.

Blocking — "Work over there, thanks" – repeat and re-peat..... and repeat!

Implementing consequence — "JO – your choice, you've chosen to talk loudly – work over there now thanks"

Partial agreement and or simple choice — "Maybe – but..." OR "Work quietly here or you will be choosing to work over there"

Tactical pausing — Pause – In mid-sentence – scan class – wait for eye contact/ take-up

Use an "I" statement instead of a "You" statement — "Jack – I need you to look this way thanks" , "Jill, I find that language offensive"

Ask a 'what' question — "What should you be doing?" – repeat and repeat, (ignoring secondary behaviour) never ask "why"

Class routines/ responsibilities — "Jack – what's the routine for entering the classroom?"

Class rules — Ask about the rule – "Jack – what's the out of seat rule?" "Jill – the agreed rule is to…."

Simple direction — "Jack – finish the map you've been working on thanks" "Jill, the instruction is work quietly, thanks"

B. O.D.O. R — "Bleedin' Obvious Description Of Reality" – "There's a lot of noise in this room and not everyone has their books

Tactical positioning — Wandering nonchalantly over to the "hotspot" – just to be there!

Non verbal cueing — Eye contact, raised eyebrow – knowing smile – raised hand (open palm) – finger to lips – posture, stance.

Tactical ignoring — Ignoring low level and 'secondary' behaviour – attending to the on-task behaviour when pupil isn't making a bid for attention

The confident teacher/ leader using positive correction – managing "Behaviour for Learning" from the head, not the gut!

Figure 1

Figure 2

beingclassroom staff.

Child to phase leader or member of S.L.T

Class teacher	Phase leader or S.L.T	Higher tier
Inform parents	Discussion with child.	No direct involvement other than informed via CPOMS
Record incident on CPOMS,	Issue sanction.	of the details of the
Including frequency		incident.
fand example	Possible opportunity for a	
strategies that have	behaviour chart/plan,	
been unsuccessful	Add to CPOMs actions taken.	

Persistent incidents at STAGE 1 = 3+ in a half term require a meeting with p/c, phase leader and CT.

iIssue continues with S.L.T

RED LINE BEHAVIOUR
Child to JC/ CJ/ ST (higher tier)

Class teacher	Phase leader or S.L.T	Higher tier
Attend meeting	Record actions on	
organised by the	CPOMs	Contact parents/ carers informing them of situation. CPOMS all actions to inform wider school community if appropriate.
higher tier.		
	To remain informed	
Provide additional		Meeting arranged between parent/carer,
and specific		class teacher and member of higher tier.
information if necessary.		IPBP (individual positive Beh.PIan)/ outside
		agency referrals/ SENDO/ PRU input.
		Higher tier to issue and manage sanction.

Persistent/ escalating/ unresponsive to strategies outlined in STAGE 2, move to STAGE 3.

Issue continues passed higher tier or straight to Stage 3

Alternative placement/exclusion

Class teacher	Phase leader or S.L.T	Higher tier
To provide necessary	To support the	To facilitate the all elements of the
report details that would	class teacher in	processes and keep all staff informed
support an action for	meeting their	of the proceedings as and when
outside agencies and	expectations e.g	necessary.
attend possible meetings	time, experience	
around the case.	and expertise	Communication with parents/ carers.
		Continued or initial SENDO/ PRU involvement (dependent on case).

PASTORAL RESOURCES TO BE USED THROUGHOUT ALL 3 STAGES, IN TERMS OF MEETING THE NEEDS OF ALL CHILDREN

Figure 3

RED LINE BEHAVIOURS

Any violent act, aggressive and/or intimidating act towards a child or adult.

Where the act leaves a child with a mark or is dangerous to others; or is shocking in intensity.

No mark is required in the case of an adult.

Verbal abuse towards others, child or adult.

Distinction to be drawn between inappropriate language, not considered red-line and abusive language which is.

Inappropriate language eg. "this place is shit", "my work's a f'?@>ing mess"

Verbal abuse eg. Intended personally to-wards another "F@/> off", "You're a b@£>$", "Skank"

Persistent refusal of work

Where a child is persistently refusing, over a protracted period, to access classroom tasks despite phase leader, parental and behavioural interventions being in place and impeding the learning of others.

Bullying (and harassment?)

Acts that are persistent, intentional or conscious abuse or misuse of power, malicious or insulting behaviour towards and individual or group.

(See Bullying and Harassment Policy for wider definitions)

Vandalism—a significant act of intentional damage or defacing of school property.

Theft—the act of taking another's property with intent on depriving that person of what's theirs..

Discriminatory language—racist, homophobic, transgender language used negatively towards another or group of others.

Classroom-specific positive strategies will vary from class to class. Below are some class examples of positive systems and possible classroom sanctions.

Examples of classroom positive systems	Examples of classroom sanctions
Growth mindset teaching practices Public celebrations of good work Daily reading points 'smileys' 'thankyou' Effort trackers	Time out Missing time from play time 3 warnings and removal of privileges Class discussion of appropriate sanctions Children are split up Recurrent problems discussed with parent Home/school diary Behaviour chart
Whole school positive systems	Whole school sanctions
Golden stickers and Headteacher's Award Readers reward time — termly basis Senior Leadership Team praise Corporate responsibility and consistency of approach CPOMS observations	Missing playtimes Time in phase-leader's classroom Parental involvement • Senior leadership (DHT/AHT followed by H T) Restorative sessions Fixed term exclusion Permanent exclusion

Pastoral Support/Specialist Teacher

At Morecambe Bay Community Primary School, we are aware that some of our children experience challenges outside of school or, for various other reasons, require an extra level of nurture and support. These include:

- Nurture groups
- Learning Mentors
- Higher level teaching assistants (HLTA)
- Specialist Teacher Support
- Family Support Worker
- Refer to Wellbeing and Early Help Prevention Service – EHA and CFWB
- Child counsellor/Therapeutic services
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Referrals/signposts to support

All teachers keep a CPOMS chronology which feeds into regular Pastoral Team Meetings, at which some or all of the above professionals discuss issues that arise and programmes of support for children or families are implemented.

Individual Positive Behaviour Plan (IPBP)

There may, on occasion, be individual pupils who exhibit repetitive challenging behaviours that relate to areas of need outlined in the SEN Code of Practice.

- Communication and interaction.
- Cognition and learning, Social, emotional and mental health.
- Sensory and/or physical.

On these occasions an Individual Positive Support Plan is opened. This is a monitoring and intervention process that begins to track strategies and their effectiveness for the individual addressing their specific difficulties. The plan is created by the classroom staff who know the children best along with a member of the SEN team (shared via CPOMs to relevant parties). Regular meetings are scheduled to update details and assess strategy effectiveness.

Where these events involve harm to the child in question or other children, damage to property, a risk assessment will be conducted and implemented.

External specialist support and advice will be sought and staff training provided if necessary.

Positive physical intervention — Team Teach

Team-teach training in the theoretical aspects of behaviour management and positive handling strategies ensures that staff are informed and confident in delivering a holistic and whole school approach to behaviour management. Restrictive physical interventions are a very small part of this training and only used as a last resort in order to keep everyone in school safe. Staff may only use restrictive physical interventions whilst their training is up to date.

It must be noted that Team-teach techniques always seek to avoid injury to pupils and staff, but it is possible that bruising or scratching may occur accidentally and these are not necessarily a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain as safe as possible. Serious incident reports will be completed where appropriate.

Exclusions

If a child's behaviour is very difficult to manage and/ or poses a serious threat to the wellbeing of staff/ children, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child. Restorative sessions within school are sometimes an option, giving the child and a member of staff time to reflect, restore relationships and move forward.

Exclusions can be in the form of external fixed term exclusion or permanent exclusions. In such instances, the child's parent will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. Work arrangements will be made so that the child does not fall behind their classmates and a full re- induction plan will be put in place and explained to the child at the first possible opportunity on their return to school.

Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort.

Malicious accusations

Disciplinary actions will be taken against pupils who are found to have made malicious accusations against school staff. Concerned staff would be supported by trades union involvement if necessary. Pastoral and SLT may both be involved in a case by case analysis of the incident and reach a suitable disciplinary action, which may well be in line with whole school sanctions.

Bullying

Bullying is often misunderstood by children and parents, but the school is adamant that it is never tolerated and always acted upon. For further information please refer to the School Anti-Bullying Policy.

This policy should be considered in conjunction with the following policies:

- Inappropriate Sexualised Behaviour

- Anti-bullying

- E-Safety.

Serious Incident Report

Child: _____   Staff involved:

_____

Class: _____

_____

What happened? Where? When?	Triggers/Antecedents:
Behaviours displayed:	
Consequences/Next steps (may be returning to class to move on/fix it, restorative session etc.):	
What did you do? How did you respond?	
Any changes in the child's behaviour recently?	
What do we do next? What would we do differently next time?	