

Duston Eldean Primary School



'TOGETHER WE GROW'

At Duston Eldean we encourage a creative, caring and respectful environment where the whole school community is happy, enthused and motivated. In developing a love for learning we sow the seeds of success.

Behaviour and Exclusion Policy

Signed

(Chair of Governors)

Date

Signed

(Headteacher)

Date

Date of Adoption: September 2020
Frequency of Review: Annual
Review Date due: September 2021

BEHAVIOUR AND EXCLUSION POLICY

This policy is a statement of principles, aims and strategies for the positive management of behaviour at Duston Eldean Primary School.

Principles

Good behaviour is an essential condition for effective learning and teaching to take place. At Duston Eldean, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair.

Good behaviour needs to be carefully developed and supported. High self esteem promotes good behaviour, effective learning and positive relationships. The best results in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and hard work, rather than focusing on shortcomings and failure.

Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self discipline. We wish to work closely with parents and carers with regards to behaviour.

Aims

Our aims are:

- to work consistently and fairly in the positive management of behaviour;
- to help our children develop into caring and thoughtful members of our community who respect and value the feelings, opinions, beliefs, property and differences of others;
- to encourage staff, pupils and parents to value good behaviour;
- to develop our children's self discipline and encourage them to take responsibility for their own behaviour;
- to help our children to feel good about themselves and others, developing the self confidence to successfully deal with challenges and change;
- to encourage our children to co-operate and develop positive relationships with one another and with adults;
- to create a positive and stimulating learning environment, having high expectations of children's work;
- to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Strategies for Promoting Positive Behaviour

We support positive behaviour and a positive learning environment by:

- making every child feel valued
- a fair and consistent approach being adopted by the whole school community, appreciating and following agreed codes of behaviour (FISH Philosophy)
- showing respect for every child as an individual

- encouraging children to see themselves as a member of the school team and recognise their responsibility within this (Pupil Voice opportunities)
- encouraging everyone to take care of, and have respect for, their environment
- offering a broad and relevant curriculum that is well prepared, planned and stimulating
- creating a supportive classroom environment
- ensuring that there is constructive whole school planning for life skills
- teaching social skills of sharing, turn-taking, listening, giving and receiving compliments, giving and receiving criticism
- using social problem solving structures, such as circle time or emotion coaching, to give a framework for resolving difficulties constructively
- teaching an emotional vocabulary so that children develop the language skills to help them recognise and understand their own and others' feelings as part of a 'Skills for Life' programme.
- providing a mentoring programme for identified children
- leading by example, modelling respectful and thoughtful relationships
- praising and rewarding good attitudes and behaviour
- having a positive and consistent approach to playtimes and lunchtimes, using these as opportunities to extend social skills and develop independence and responsibility
- sharing and promoting positive attitudes and behaviours
- providing a more structured breaktime for children who require this support.
- providing a safe place for vulnerable children

Procedures

We encourage **good** patterns of behaviour by:

- using least invasive intervention techniques e.g. non verbal signals
- giving positive verbal comments and praise, particularly about good attitudes and hard work
- writing positive and constructive comments about growth mindset in books
- giving children responsibility
- sharing positive aspects of behaviour with others
- providing support programmes and mentoring
- awarding certificates and stickers
- using Golden Time
- keeping parents informed
- involving children in decision making at class and whole school level
- learning behaviours and attitude charts enable pupils to monitor their own learning behaviours and are shared with parents
- having a class 'Green means..' target
- promoting outstanding learning behaviour through our focus on having a growth mindset
- having a consistent language and techniques used by staff
- consistent use of our 'Good to be Green' behaviour system
- promotion of our HUGG (Huge Unbelievable Great Goal) to be more kind and thoughtful

(See Appendix 1- Rewards)

When a child behaves inappropriately, **sanctions** will be used fairly and consistently. It is important to continue to reward and encourage a child for their good behaviour.

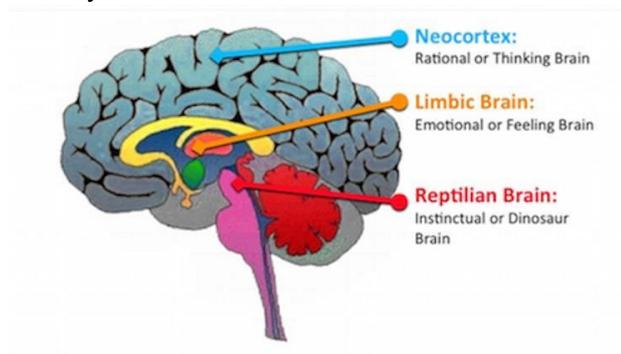
Initial Strategies to deal with inappropriate behaviour include:

- non-verbal gestures
- positive group correction
- anonymous individual correction
- private individual correction
- lightning quick public correction
- consequence of yellow warning card
- consequence of red card (parents informed)

(See Appendix 1 – Consequences)

Emotion Coaching

Emotional intelligence is about the relationship and balance between the limbic system in our brain (mood and emotions) and the neocortex (rational thinking part). This balancing act is not easy- some adults are better at it than others, some children are better than others. Some children, through no fault of their own, have great difficulty in controlling their limbic system and engaging the rational part of their brain. The neuro-pathways in their brain are not developed sufficiently and this shows in their behaviour.



All information to the brain comes through our senses and when this information is overwhelmingly stressful or emotional, instinct will take over and our ability to act will be limited to the flight, fight, or freeze response. Therefore, to have access to the wide range of choices and the ability to make good decisions, we need to be able to bring our emotions into balance at will.

Emotion coaching techniques are used to support these children who may have suffered trauma, may have missed out on securing attachments with key adults from birth or may have difficulty regulating their emotions for other reasons. Emotion coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur and how to handle them. (See Appendix 2- Emotion Coaching: helping children to manage their powerful emotions)

Lunchtimes and Breaktimes

Our aim as adults is to make use of a range of strategies and to do all we can to promote positive behaviour at breaktimes and lunchtimes. We understand the importance of rewarding positive behaviour through non-verbal and verbal praise. Children need to be regularly reminded of the rules (particularly at the beginning of each term) and to be reminded of the systems in place to ensure safe and happy breaktimes. The Friendship and Anti-Bullying team support this work.

Sanctions

We encourage children to take responsibility for their actions. Consequences will be reinforced through our 'Skills for Life' curriculum and assemblies to ensure a thorough understanding of socially unacceptable behaviour.

In the majority of cases, an adult can talk to the child/ children to resolve any issues that occur on the playground, referring to our FISH as our recognised code of conduct. On occasions, the adult may ask the child/children to take 'time out' in a quiet area of the playground.

Incidents that are more serious such as swearing as a personal attack or a physical attack are recorded as a red ticket and the child is given time to reflect and discuss their behaviour. Teachers will communicate with parents or carers.

Incidents are monitored by the Headteacher and the Deputy Head.

Restrictive Physical Interventions

All members of school staff have a legal power to use reasonable force. At Duston Eldean, we are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort in line with DfE and Local Authority advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable and proportional to the circumstances of the incident. The aim will be to ensure minimal risk of injury to pupils and staff.

Some staff have been trained in specific physical interventions and de-escalation strategies through the 'Team Teach' approach. Where possible, these staff will be called to carry out any positive physical interventions. A positive handling plan would be created for children who have demonstrated they may require a positive physical intervention to keep themselves or others safe. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a

failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

The school keeps records / copies of incidents of restraint, for a minimum period of 75 years from the date of birth of the child involved. These records are kept in a bound and numbered book located in the main office.

Search for Weapons & Prohibited Items

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search pupils without their consent for prohibited items or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Exclusions

Duston Eldean Primary School seeks to avoid exclusions and would, in most cases, be the last resort. Exclusions take place only for very serious incidents or, when a range of measures have been tried and strategies, which have been put in place, have failed to improve the pupil's behaviour.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion.

In all cases, we follow the Northamptonshire County Council guidelines. (These may be found on the Northants County Council website.) Parents/Carers would be informed of their right to appeal the decision and the process for this to happen.

APPENDIX 1 SYSTEMS FOR ENCOURAGING GOOD BEHAVIOUR

1. REWARDS

At Duston Eldean we understand the importance of rewarding positive behaviour. Teachers do this throughout all lessons through non-verbal and verbal praise. We also provide extra incentives for the children as a reward for appropriate behaviour. These are;

GOLDEN TIME

- All children begin each week with a set amount of time on a Friday afternoon, where they can choose an activity as a reward for their positive behaviour. Negative behaviour could result in losing part or all of their golden time (see Consequences).

- A letter home to parents (2 children from each class) at the end of terms to praise outstanding behaviour.

- Merits are awarded for good attitudes, hard work and effort. These are collected to achieve bronze, silver, gold, platinum and excellence certificates.

2. CONSEQUENCES

Our aim as teachers is to make use of a range of strategies and to do all we can to promote positive behaviour within the classroom. Children need to be regularly reminded of the rules (particularly at the beginning of each term) and to be reminded of the systems in place to reward making the right choices.

Consequences will be clearly displayed in the classroom and will be reinforced, for example, through circle time sessions and assemblies to ensure thorough understanding.

Before a child reaches Stage 1 a range of behaviour strategies should be used to retain their focus and attention. These will include verbal and non-verbal strategies and techniques. Children will be made aware each time they reach a new stage.

Stage 1
First warning given.

Stage 2
Yellow WARNING card is placed under child's name on class chart.

Stage 3
Red CONSEQUENCES card placed under child's name on class chart.
LOSE 10 mins GOLDEN TIME (YR children have time out)
Child's name is recorded and teacher informs parents in person or via form.

Stage 4
Taken to Head/Deputy for INTERNAL EXCLUSION
Phone call to parents from the child with HT/DHT
LOSE all GOLDEN TIME

There may be occasions of extreme behaviour whereby children go straight to stage 3 or 4.

APPENDIX 2

Emotion Coaching: helping children to manage their powerful emotions

Look. Listen. What is the child doing? What are they saying? What are they trying to communicate to you by their words and/or behaviours?

Be aware of your own emotions- stay calm.

Connect with the child using their name, positive non-verbal gestures and getting down to their level. Physical contact such as a hand on the back may be appropriate.

Step 1: Recognise, empathise, validate and label the emotion

- **Recognise all emotions as being natural, normal and not a matter of choice.**
- **Look for physical and verbal signs of the emotion being felt.**
- **Take on the child's perspective (attunement).**
- **Use words to reflect back the child's emotion and help them to label the emotion. □ Affirm and empathise, allowing the child to calm down through co-regulation.**

"Jack, I can see that you are (name emotion). Is that right?"

"Jack, I can see that you (are red in the face and your hands are clenched). Do you feel (name emotion)?"

"Jack, I understand why you are (name emotion)."

"Jack, I can see that something has happened which has made you feel (name emotion). Let's find a place to sit down together."

Step 2: Setting limits on behaviour

- **State the boundary limits of acceptable behaviour.**
- **Make it clear that some behaviours cannot be accepted.**

"Jack, I understand why you were feeling (name emotion) but it is not okay to (name the behaviour)."

"Jack, I understand when this happened it made you (name emotion) but (name behaviour) is not safe/is dangerous/ is not kind."

"It is okay to feel (name emotion) and I know you wanted to..... but it is not okay to (name behaviour)."

Step 3: Problem-solving with the child

- **Explore the feelings that gave rise to the behaviour, problem, or incident. (Remember that all feelings are acceptable. We make choices about how we respond.)**
- **Scaffold alternative ideas and actions that could lead to more appropriate outcomes.**
- **Empower the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour.**

"Next time you feel (name emotion and situation) what could you do differently? What could you say?"

"Have you seen anyone else get (name the emotion)? How did they solve the problem?"

“When you feel like this again, what could you do differently to keep everyone safe?” “When other people have become (name the emotion) I’ve seen them try these things (name the alternative ideas). Do any of them sound like something that would help you?” *You could give the child the words to use or act out the desired behaviour if appropriate- practice.*

To conclude the process:

“So, if you begin feeling (describe the emotions or physical feelings) again, you have decided you will (reinforce the chosen option). I think this is an excellent choice.”

“I’m very impressed/pleased with how you have been able to calm yourself and talk about different ways to deal with the situation. Well done/Thank you.”