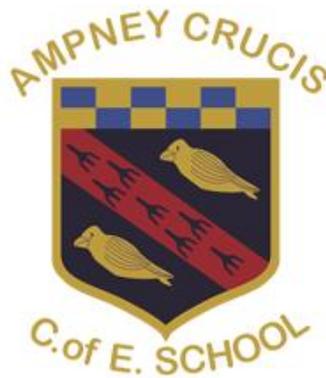


# Ampney Crucis C of E Primary School



## Positive Relationships and Behaviour Policy

**Together we live, learn and flourish**

**Approved by:**  
The Governing Body

**Date:** September 2023

**Next review due by:**

**Date:** September 2024

Ampney Crucis C of E Primary School recognises its foundation within the Church of England and aims to serve all its community with a vision that is deeply Christian. We, like the Church of England, have at our heart a belief that children are loved by God, are individually unique and that we, at Ampney Crucis C of E Primary School strive to provide an education of the highest quality, which enables our children to reach their potential physically, academically, socially, morally and spiritually.

We are a school family where everyone supports each other and works as a team. We want to welcome all and walk alongside those who need it most, looking outward, recognising when one part of our community suffers, we all suffer yet when one flourishes, we all flourish.

God himself has put the body together in such a way as to give greater honour to those parts that need it. <sup>25</sup> And so there is no division in the body, but all its different parts have the same concern for one another. <sup>26</sup> If one part of the body suffers, all the other parts suffer with it; if one part is praised, all the other parts share its happiness.

(Good News Version) I Cor 12:24-26

All adults who work in our school, whether a paid member of staff, a Governor or a volunteer are expected to work and behave in such a way as to actively promote our vision and values, our aims and educational purpose. This Behaviour policy has close links with the Equalities, Safeguarding, PSCE and SEND policies.

## Rationale:

*“Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.” Paul Dix (2017)*

### 1. INTRODUCTION AND LEGAL FRAMEWORK:

**1.1.** Our policy is underpinned by the 54 Articles of the [United Nations Convention the Rights of the Child](#), which came into UK law in 1992, and in particular, Article 28 which states that “discipline in schools must respect children’s dignity and their rights”, and which covers all aspects of a child’s life, explaining “how adults and governments must work together to make sure all children can enjoy their rights.”

**1.2.** The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.

**1.3.** As an inclusive school, all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

**1.4.** **The Teachers’ Standards (2012)** makes clear the expectation for all *teachers* to “manage behaviour effectively to ensure a good and safe learning environment.” Teachers must “have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.” They must “manage classes effectively, using approaches which are appropriate to pupils’ needs in

order to involve and motivate them.” (Standard 7).

The law says: The head teacher must set out measures in the behaviour policy which aim to: promote good behaviour and respect, prevent bullying, ensure pupils complete assigned work, regulate the conduct of pupils.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- [Updated] DfE (2022) ‘Behaviour in schools: advice for headteachers and school staff’
- [Updated] DfE (2023) ‘Keeping children safe in education 2023’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- [Updated] DfE (2022) ‘Searching, screening and confiscation: advice for schools’

## **2. RIGHTS AND RESPONSIBILITIES:**

The rights and responsibilities of all members of the school community in ensuring an orderly climate for learning.

- School
- Pupils
- Parents/carers

### **The Aim of This Policy**

- To create a culture of exceptionally good behaviour, for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect
- To promote good relationships between all members of the school community
- To refuse to give learners attention and importance for poor conduct
- To help learners to take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all.

### **The Purpose of this Policy**

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

We aim for exceptional behaviour within our school by following the Christian Values that we have all agreed to. There are no additional classroom or corridor rules only the expectation that behaviour will always be exceptional.

### **All Staff in our school will**

1. **Meet and greet** at the door *or gate* at the start of the day
2. **Model** Positive behaviours and build relationships
3. **Plan** lessons that engage, challenge, and meet the needs of all learners
4. Use a visible **recognition** throughout every lesson
5. Be **calm** and use prevent strategies before sanctions
6. **Follow** up every time, retain ownership and engage in reflective dialogue with learners
7. **Never ignore** or walk past learners who are behaving badly.
8. **Take time** to say goodbye at the end of the day.

### **Staff induction, development, and support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The Head will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

For staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## **3. ETHOS:**

*“Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.” (Dix, 2017)*

At Ampney Crucis C of E Primary School, we are committed to providing an attachment and trauma informed environment where all children can feel safe. Children who are securely attached have higher self-esteem and empathy and can deal with stress more effectively, so they are resilient to change.

For all our children we offer compassion and co-operative learning with a caring and supportive adult. For all behaviour every child and adult will receive: calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others rather than merely deterring anti-social behaviour.

As a church school, our Christian Values are embedded in our school curriculum for learning and behaviour.

## **4. WHOLE SCHOOL PRACTICE AND EXPECTATIONS:**

We have developed our school expectations based on the Paul Dix '5 Pillars of Pivotal Practice', Trauma

Informed Schools, UK research and practices and DFE guidance on Mental Health and Behaviour in Schools. What we sometimes see as a failure to behave properly is actually a failure to communicate properly. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. It is important that all adults working in our school understand the needs of all our children and families and we provide our children with emotional available adults and a safe place to learn and grow.

***Our school rules are to be Ready and Respectful.*** This allows everyone to work successfully, and enjoyably.

Rules and values are displayed in the classroom. Good behaviour is taught explicitly, rewarded and used as good examples for other children – Praised in Public. Poor behaviour is dealt with calmly and quietly - Reprimanded in Private. Consequences are referred to as outcomes. There can be one of two outcomes. A natural outcome which is something they have already lost as a result of their behaviour eg a snapped pencil, an upset with a peer. A logical outcome is used when a natural outcome isn't appropriate eg that a child is disrupting the lesson and not following the school. When behaviour might be a result of vulnerability or other needs then a graduated response is used.

#### **4.1. Five Pillars of Pivotal Practice (Paul Dix):**

##### **i. Calm and consistent behaviour:**

- There is a no shouting policy in school. On the rare occasions that this happens, it will only be when there is a need to alert a child who may be at risk.
- All adults in school use PACE (Playfulness, Acceptance, Curiosity and Empathy). PACE focuses on the whole child, not simply the behaviour. It helps children to be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour and building the skills that are so necessary for maintaining a successful and satisfying life.
- Classrooms are tidy and free from chaos. Resources are clearly labelled to support independent learning.
- Staff don't **join in** to express their feelings or comment to a child when the situation **has been dealt with**; this is 'naming and faming' the behaviour and gives the wrong attention to a situation / behaviour.
- Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy. This is known as 'affect labelling'. eg:
  - full "You've had enough to eat you are full now."
  - hot "Your face is red, take your jumper off you are hot."
  - angry "You must be so angry to scream like that."
  - sad "That must make you so sad."
- **Staff use empathetic phrases using WINE, such as**
- I understand that...
- I noticed that...
- I imagine that...
- I Wonder what ...

- When a child misbehaves in a learning group or in the classroom, the member of staff with the child has the responsibility to ensure outcomes (consequences) are put into place. This is important to develop the adult child relationship, restore, and repair if needed. It may be that this happens later when the child is regulated.
- When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.
- Behaviour needs to be managed consistently and appropriately to support all learners and staff.
  - A check-in strategy is used when a child has needed supported regulation time.

**Table 1: Outcomes at classroom / playground level (staff)**

Steps	Actions:
Reminder	A reminder of the simple rules (To be ready and respectful) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (consequence) if they continue. Use the school scripted conversation and refer to a previous good example of behaviour.
Last chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous good example of behaviour. At this step ask the pupil to stay behind for 2 minutes.
Time in	This is when a pupil may need to regulate. This can be sat in a different part of the classroom, in a buddy class or supported by the HT/SEND TA.
Repair	This may be a quick chat at break / lunch or a more formal meeting.

Daily	Less frequently (weekly/monthly)	Over and Above
<ul style="list-style-type: none"> <li>* Class rewards</li> <li>* Recognition Board</li> <li>* Praise – be specific, name the child, name the ‘behaviour’</li> </ul>	<ul style="list-style-type: none"> <li>* Contact with parents – positive note home or a phone call.</li> <li>* Sent to other classes/HT to show good work.</li> </ul>	<ul style="list-style-type: none"> <li>* Presentations of achievements shared during celebration worship</li> <li>* Positive notes home or phone calls home from the head or class teacher.</li> <li>* Hot Chocolate Friday with the Headteacher at points throughout the year.</li> </ul>

## Rewards

The following list is not exhaustive; staff use their creativity to constantly change and offer rewards that are meaningful.

### ii. Relentless Routines and Expectations:

- **Threshold** -All staff meet and greet the children in the morning. There is staff at the front of the school and for the first few minutes of the day, teaching staff stand just inside the classroom door greeting the children as they enter and telling the children what they need to do.
- **Wonderful Walking** is encouraged, where children move around the school in a calm, quiet manner.
- **STAR Sitting is used in all classrooms by all staff and praise by all:**
- **S-Sit up straight**
- **T-track the speaker**
- **A-ask and answer questions**
- **R-respect those around them**
- All classes have **visual timetables** up in the classroom; these are used appropriately for the needs of each class. Some children have their own visual timetables or a Now and Next board.
- **Playtime and lunchtime routines** for the beginning and end of break:  
A member of staff will accompany the children to the playground and wait until the staff on duty are present.  
At the end of the break when the whistle is blown children stand still and wait.  
On the second whistle the children walk to their teacher and form a line.  
The teacher will wait for calm, then lead the line into class.
- The use of the school rules and outcomes (consequences) are consistent.
- As much as possible, the daily timetable is consistent across the school.
- Expectations are the same in all classes including expectations of uniform. Support is offered where appropriate and only 1 member of staff is to talk to the child about uniform expectations.
- Supportive outcomes are followed consistently.
- If a child has to leave the classroom due to challenging behaviour the class teacher follows up to restore and repair the relationship and reflect on the behaviour.

### iii. Scripted Interventions:

The school rules are simple and clear. When a child is seen not following a rule a child is reminded specifically about the rule they have broken and a link to what the child is doing is made explicit. A simple script is followed in a non-judgemental way.

I noticed that..., the rule is ....., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.

#### iv. Restorative Conversations:

When there is a need for a more focused behaviour intervention then a restorative conversation is carried out. It is important that this conversation is held with the adult involved or supported by an adult if it is between children, so that there is a strong connection made. 'The behaviour of the adult lies at the heart of it all' Paul Dix.

Restorative conversations are used over lunchtime. Children have 'Time-in' in the R&R Room (Regulate and Repair). This can be in the other half of the library.

- What happened?
- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?

With younger children or children that struggle with this we focus on:

- Who else has been affected?
- What can we do to make things right?

An apology shouldn't necessarily be the outcome of the conversation. 'A forced apology doesn't teach humility, it simply underlines obedience' (Paul Dix) and isn't helpful in the long run.

Although actions have outcomes (consequences), children are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.

## 4.2 TIME IN:

To support the mental health of a child who is deregulated, school opt for a policy for **TIME IN** with a key emotionally regulated adult. This allows a child who is in crisis to co or self-regulate enough to be able to discuss how they have behaved or what has happened to them. During this time a staff member may try 'mental state talk' (talking to the child about what's bothering them and reflecting on their mental state), to use empathic responses, soothing (emotional regulation) or containment (this may be with their own feelings or emotions or through clear boundaries or spaces).

The school will always act lawfully, reasonably and proportionately in all cases. Any separate room or area will only be used when it is in the best interests of the child and other pupils. Any use of restriction which prevents a child from leaving a room of their own free will, will only be used in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others. The Head Teacher or SEND TA involved will decide how long a pupil should be kept in a separate place, and for the staff member in charge to determine what pupils may and may not do during the time they are there. We will ensure that a pupil is withdrawn no longer than is necessary and that the time spent there is used as constructively as possible. We will allow pupils time to eat or use the toilet. We will ensure the health and safety of pupils and staff, and any requirements in relation to safeguarding and pupil / staff welfare. A record is kept, monitored and evaluated of the pupils and the time spent away from their group, to show progression by the individual and that correct use is being made of this support. The child will be expected to complete any work which has been missed.

## 4.3 TRANSITION:

In order to protect our children from potential crisis points we plan transitions carefully. This includes

transitions during the school day for breaks and assemblies; a planned change of a teacher during the day; moving up before the end of the school year to settle into the new environment and with their new teacher and transition days when moving schools.

#### 4.4 SUPPORT:

As a school, we work closely with our families to provide the best support for all our children. We ensure that Senior Teachers and Head Teacher are visible and available in the mornings and after school; and we support and refer on to outside agencies if needed. Working with parents will help us identify any triggers that may be significant in a child's life and plan for the child's individual needs.

The table below shows the strategies the school uses to support all our children's relationship and behaviour needs. All children are offered the universal support, some children may also need targeted support and a few children may need additional intensive support. Early Intervention is important for us and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the Mental Health and Behaviour 2018 DFE publication.

#### 5. SUPPORTIVE HOLDING:

Bernard Allen writes about children not being born with the capacity to care for themselves and the need for adults to protect them in a supportive and nurturing way. School staff considering supportive holding do so based on a rationale of action as if it were their own child. Supportive holding can be the opportunity for the child to realise they are not alone in their emotional pain. It is a developmentally appropriate and necessary response to a child behaving in ways that are unsafe or are in emotional distress.

##### Use of Reasonable Force to control or restrain pupils

- All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Reasonable Force.
- Staff will only physically intervene to reasonably control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person including their own, or from causing disorder eg; teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so they may be physically removed. The level of physical interventions/restraint will always reflect the level of behaviour they are intended to prevent i.e. always proportionate to circumstances.
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.
- See Appendix – Positive Handling Plan and Record if needed

#### 6. SCHOOL'S POWER TO DISCIPLINE BEYOND THE SCHOOL GATE.

(School's expectations for positive behaviour off school site including use of media.)

At Ampney Crucis C of E Primary School we strive to develop our children into responsible citizens. Furthermore, it is important to protect the reputation of the school and as such we expect the same

high expectations for behaviour beyond the school gate. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be dealt with using the same sanctions as if the behaviour had occurred in school.

School may manage any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

## 7. EXCLUSION

Exclusion of a child would only be considered as a last resort after other strategies have failed, or that by allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. There are two types of exclusion: fixed term which is a temporary exclusion and permanent exclusion.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. In all cases a school must balance the interests of the pupils against the mental and physical health of the whole school community.

If the Headteacher excludes a child, they must inform parents/carers immediately giving them the reasons for the exclusion. At this time, the Headteacher will make it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the Parents/Carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions beyond five days [10 lunchtimes] in any one term and should the exclusion mean the pupil will miss a public examination.

The governing body has a discipline committee, which is made up of up to 3 members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, the circumstances in which the child was excluded and any representation by parents and the LA is considered.

## 8. DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

Key points

Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation will be a

clear priority to the benefit of all concerned (see Child protection and Safeguarding policy, Low Level Concerns and Whistleblowing).

## 9. WORKING WITH OUTSIDE AGENCIES:

It is always the school's intention to ensure that all children receive the best support that can be provided. There may be times where expert options may be needed to support a child to improve their social, emotional and behavioural skills.

Examples of agencies the school uses are:

- CAMHs (Child and Adolescent Mental Health Services)
- Speech and Language referral
- Play Therapy
- Occupational Therapy
- Counsellors
- Educational Psychologist
- Early Help
- Advisory Teaching Service
- School Nurse
- Speech and Language Team

## 10. TRAINING AND RESOURCES:

The school will manage behaviour support, resources and training for all staff including lunchtime supervision staff. This will be through in-house training, staff meetings and support from outside agencies. This is to ensure that all staff, including new staff, are kept up to date with current and relevant school policies and that strategies used are consistent with school policies.

This policy also links to our policies on:

Teaching and Learning,

Anti-bullying,

E-safety,

Attendance,

SEND

and takes account of race, religion, culture, SEN, disability and other vulnerable pupils (see appendix A) See Equality Act 2010.

The Policy has been written in conjunction with staff, governors and the School Communication Team. It has been made available on the school website for parents to read and comment on.

The school community is involved in the development of this policy. All members of the school staff have been consulted as this is a legal requirement. Copies of this policy are available for all parents and

pupils to look at whenever they so wish. They are always consulted when reviewing this through parental/pupil questionnaires.

The Headteacher and the other school leaders will monitor the effectiveness of this policy regularly and if necessary make recommendations for further improvements.

**Table 5: Support**

UNIVERSAL	TARGETED SUPPORT	INTENSIVE
<p>Safety Cues in all aspects of school life:</p> <ul style="list-style-type: none"> <li>- Soft start to the day for all. After break and after dinner</li> <li>- Meet and Greet just inside the classroom</li> <li>- <b>Staff who are warm, empathic, playful and curious (PACE)</b></li> <li>- <b>Interaction with children that ensures social engagement</b></li> <li>- No shouting practice across school (unless a child is in danger)</li> </ul>	<p>Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress.</p>	<p>An emotional available adult is allocated for daily contact.</p>
<p>Children, staff and parents sign the home-school agreement.</p>		
<p>Staff relationships are strong and interactively repair occasions when they may have become defensive.</p>	<p>Staff work with parents through a home-school diary if required.</p>	<p>Staff work with parents and other agencies, if appropriate, through regular meetings.</p>
<p>Scripted interventions Restorative conversation</p>	<p>Restorative conversation</p>	<p>Restorative conversation</p>
<p>Provide stress regulation strategies during the day, particularly during transitions eg: Mindfulness music, breathing and peer massage.</p>	<p>‘Time-in’ with an adult to regulate.</p>	<p>‘Time-in’ with a key adult to regulate.</p>
<p>PSHE and Intervention groups within the classroom</p>	<p>Small Targeted groups – including nurture provision provided by HT/SEND TA.</p>	<p>Targeted Support – including Nurture, Play therapy etc</p>
<p>Identify behaviour needs</p>	<p>Nurture support</p>	<p>EP Assessment</p>
	<p>Individual Behaviour Plan and targets are in place.</p>	<p>(Nurture Support Plan) is completed with LA support.</p>
	<p>Positive Handling Plan is in place and reviewed regularly.</p>	<p>Positive Handling Plan is in place and reviewed regularly</p>
	<p>Risk Assessment completed by HT and class teachers and agreed.</p>	<p>Risk Assessment completed by the Local Authority Officer</p>
	<p>Support with referrals to paediatric support.</p>	<p>Referrals to Occupational Therapist, SALT etc</p>

## **What the law says**

3.9.12 Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

## **Taking account of race, religion and culture**

### Key Points

- Schools must avoid discriminating against particular racial groups in the application of their behaviour policies.
- Schools must monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.
- Schools should ensure staff are well informed about cultural differences in behaviour and their implications.
- Schools should support newly arrived pupils in understanding and following the behaviour policy.
- Schools should take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

## **Taking account of SEN, disability and the circumstances of other vulnerable pupils**

### Key Points

- Schools must make reasonable adjustments in the application of their behaviour

policy to disabled pupils.

- Schools must make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- Schools should be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- Schools should identify at-risk pupils in advance.
- Schools should plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- Schools should ensure that all those in contact with the pupil know what has been agreed.
- Schools should make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- Schools should ensure that all staff are aware of appropriate referral procedures.

PACE (<https://ddpnetwork.org>)

## Playfulness, acceptance, curiosity and empathy.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

With PACE, a child can start to look at himself and let others start to see him, or get closer emotionally. He/she can start to trust.



<http://nibblesandbubbles.co.uk/resources/pace-poster/>

### Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy.

### Acceptance

Unconditional acceptance is at the core of the child's sense of safety.

### Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

### Empathy

Empathy lets the child feel *the adult's* compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.

## **The impact of communication using the principles of PACE**

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can, and are not *bad* or *lazy* or *selfish*. Problems diminish as the need for them reduces.

# OUTCOMES:

## CLASSROOM / PLAYGROUND



### 1. Reminder:

You will be reminded about your behaviour and the rule you need to follow.



### 2. Caution:

You will be reminded of the rule you have not followed if your behaviour continues and encouraged to change your behaviour – You will be asked to ‘Think carefully about your next step’. You will be reminded about previous good behaviour you have shown.



### 3. Last Chance:

This is your last chance to make the right choice. You will be reminded about previous good behaviour you have shown.



### 4. Time in:

Your teacher in charge will decide if you are to:

- miss the next playtime or part of the next playtime.
- go to another Class with work provided by your class teacher. Any work missed must be completed with the teacher in charge on the same day or sent home.
- Restorative conversation to take place.



### 5. Head Teacher Informed:

You will be asked to reflect on your behaviour and the impact that it has had on others around you. You will be reminded of the choices you need to make, in addition you will be expected to complete the work that has been missed back in class.



### 6. Contact Home:

We will speak to your grown-ups and explain how your behaviour is affecting those around you and your learning. We will talk about how we can help you make the right choices and then put actions in place to do that. We will speak to you about what we have discussed and how you can help yourself to improve.

# APPENDIX D

## POSITIVE HANDLING PLAN:

Name:

Class:

Date:

Review:

### ENVIRONMENT:

Classroom:

Playground:

### TRIGGERS:

### RISK ASSESSMENT – BEHAVIOURS:

(Absconding/aggression/putting themselves at risk)

### PHYSICAL INTERVENTION:

### PREVENTION and MANAGEMENT CONTROLS:

#### PROTECT:

Changes to any timetables; reasonable adjustments to classroom/ space; activities needed to support when anxious or when overwhelmed; emotional available adult; changes to any routines diversion or distraction techniques

#### RELATE:

Have specific identified adults working with the child; Consider reasonable changes to the curriculum to focus on attachment play; de-escalation

#### REGULATE:

Timetabled time (5-10 min slots) within the structure of day; Self-regulations/ de-escalation strategies; de-escalation.

#### REFLECT:

Strategies to use with the child at times of deregulation to reflect on behaviours; post incident support.

### SIGNED:

Teacher:

Date:

Child:

Date:

Parent:

Date:

# Ampney Crucis C of E PRIMARY SCHOOL ABC LOG

(Individual record to be completed by all staff who were involved)

<b>Pupil Name:</b>	<b>Day:</b>	<b>Date:</b>
<b>Observed by (staff name):</b>	<b>Location:</b>	<b>Time:</b>
<b>Antecedents</b> <ol style="list-style-type: none"><li>1. Where the child was, and exactly what were they doing at the time?</li><li>2. Was anyone else around, or had anyone just left?</li><li>3. Had a request been made of the child?</li><li>4. Had the child asked for, or did they want something to eat or drink?</li><li>5. Had the child asked for, or did they want a specific object or activity?</li><li>6. Had an activity just ended, or been cancelled?</li><li>7. Where you were and what were you doing?</li><li>8. How did the child's mood appear, e.g. happy, sad, angry, withdrawn or distressed?</li><li>9. Did the child seem to be communicating anything through their behaviour, e.g. I don't want...; I want...?</li></ol>		
<b>Behaviour</b> <p>Provide a step-by-step description of exactly what the child did, e.g. he ran out of the living room, stood in the kitchen doorway and punched his head with his right hand for approximately 1 minute.</p> <p>Please tick as appropriate</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Escape / avoidance</li><li><input type="checkbox"/> Gaining attention</li><li><input type="checkbox"/> Expression of anger</li><li><input type="checkbox"/> Frustration</li><li><input type="checkbox"/> Vengeance</li><li><input type="checkbox"/> Seeking of power/control</li><li><input type="checkbox"/> Intimidation</li><li><input type="checkbox"/> Sensory stimulation</li><li><input type="checkbox"/> Relief of fear / anxiety</li><li><input type="checkbox"/> Other</li></ul>		

## Consequence

1. Exactly how did you respond to the behaviour? Give a step by-step description. Include any Team Teach techniques used.
2. How did the child respond to your reaction to the behaviour?
3. Was there anyone else around who responded to, or showed a reaction to the behaviour?
4. Did the child's behaviour result in them gaining anything they did not have before the behaviour was exhibited, e.g. attention from somebody (positive or negative); an object, food or drink; or escape from an activity or situation?
5. What was the overall outcome from the behaviour?

# Ampney Crucis C of E Primary School

HIGH NEEDS BEHAVIOUR LOG:

DATE:

<b>Pupil Name:</b>		<b>Year Group:</b>	
<b>SEND NEED:</b>			

<b>INCIDENT TYPE:</b>	Verbal abuse	
	Physical abuse towards staff	
	Physical abuse towards other children	
	Throwing equipment / furniture	
	Persistent disruptive behaviour	

**OUTCOME OF INCIDENT:**

**Supporting a young person following a physical intervention:  
Details of restorative conversation –**

**Planning for the future –**

**Staff debrief supported by:**

<b>INFORMATION RECORDED ON CPOMS</b>	<b>DATE</b>

Signed .....

# Child Friendly Behaviour Policy

**Date of Policy:** Autumn 2023

**Review Date:** Autumn 2024

**Member of Staff Responsible:** Headteacher

## Aim of the policy:

This policy aims to raise awareness of what is expected from all pupils who attend Ampney Crucis.

### What should our school be like?

- Children report that they want our school to be a fun place to learn.
- They think that respect is important and everyone should be understanding of each other, always being polite and kind
- Children think school should be a safe place with no bullying
- School should be inclusive and everyone should be treated fairly
- Grown-ups should be respectful to children and give good advice and support

### Why do we need this policy and why is it important to us?

- It reminds everyone to follow the same rules so everything is consistent
- If people don't follow rules lessons are interrupted and we cannot learn
- Rules keep us safe and allow us to learn
- Policies remind us about what is expected from everyone
- High expectations teach us how to become successful adults
- This policy shows pupils have a voice



## Our school rules

Ready	<ul style="list-style-type: none"><li>• Wear correct and smart uniform</li><li>• Attend school every day on time</li><li>• Have the correct equipment</li><li>• Show you want to do your best</li><li>• Be ready to listen and learn</li></ul>
Respectful	<ul style="list-style-type: none"><li>• Always follow instructions</li><li>• Listen carefully when your teacher is talking</li><li>• Speak politely to adults and your friends</li><li>• Use good manners to other adults in school</li><li>• Keep the school tidy</li><li>• Treat school equipment properly</li></ul>

Wonderful Walking – we will walk around our school making sure we are safe

STAR sitting – we will sit up straight, track the speaker, ask and answer questions and respect those around us.

