



Behaviour Policy

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13.07.2015	Policy Agreed	FGB
17.05.2017	Policy reviewed and agreed	C. Swift / C. Stubbs
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29.06.2020	Policy Statement on Covid-19 Agreed	FGB
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Behaviour Policy

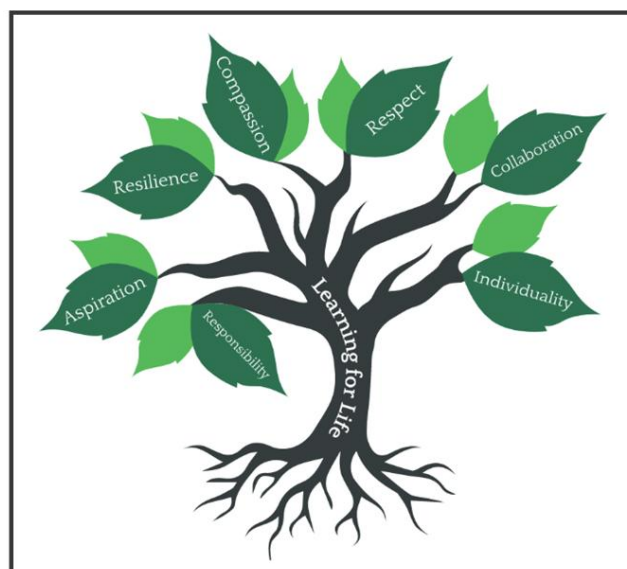
1) Purpose

At Queens' Federation, we aim to provide a safe, positive and caring environment where every member of the community feels valued.

Our approach to supporting behaviour is in line with Cambridgeshire STEPS that is a therapeutic approach to behaviour. Our aim is:

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To ensure the positive environment for safe learners
- To reduce and eliminate exclusions

We provide pupils with what they need to succeed and plan for each child to receive appropriate and differentiated resources, experiences, interventions and support our school Federation vision 'Learning for Life'. It is also in line with our school values, based on the '7 Habits of Effective People' by Stephen Covey which enables us to create a strong community spirit, where we can all grow in a supportive learning environment. Through the use of all of these values, we can all be the best that we can be.



2) Promoting Pro-Social Behaviour

We believe that:

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

We therefore strive to create an environment that promotes pro-social behaviours; these are behaviours that are helpful, and intended to promote social acceptance and are characterised by a concern for the rights, feelings and welfare of others.

Each member of staff will employ a variety of methods to promote pro-social behaviour, working collaboratively to ensure consistency and allow for the sharing of ideas.

To encourage pro-social behaviour among pupils, school adults will reinforce the rules, values and 7 Habits:

At the Queens’ Federation, we have three school rules and seven school values. These are taught explicitly to the pupils throughout their time at school and support them in developing internal discipline.

Queens’ Federation Rules		
Be Ready	Be Respectful	Be Safe

Queens’ Federation Values						
Responsibility	Aspiration	Resilience	Compassion	Respect	Collaboration	Individuality
We are responsible for our own learning and actions.	We aim high and understand the importance of learning for life.	We persevere and challenge ourselves to solve problems.	We are kind and think about the needs of others.	We respect ourselves and others and celebrate our global community.	We work and learn from others and take pride in our achievements and our environment.	We strive to be the best that we can be.

The Seven Habits						
We use the ‘7 Habits of Effective People’ to help us demonstrate the school values.						
Habit 1 – Be Proactive	Habit 2 – Begin with the End in Mind	Habit 3 – Put First Things First	Habit 4 – Think Win-Win	Habit 5 – Seek First to Understand	Habit 6 - Synergize	Habit 7 – Sharpen the Saw
We use habits 2, 3 and 7 to help us ‘be ready’ and demonstrate the school values of ‘aspiration,’ ‘resilience’ and ‘individuality’.						
We use habits 4, 5 and 6 to help us ‘be respectful’ and demonstrate the school values of ‘compassion,’ ‘respect’ and ‘collaboration’.						
We use habit 1 to help us ‘be safe’ and demonstrate the school value of ‘responsibility’.						

When pupils demonstrate use of the school rules and values, they are noticed for doing so and members of staff respond in the following ways:

- **Thank you for...** showing kindness to Tom and helping when he needed a friend.
- **I noticed...** Sally showing respect by holding the door open for a visitor in our school.
- **Fantastic effort for...** persevering with a tricky part of your learning.
- **I am proud of you...** for being honest about hurting someone and then apologising for making the wrong choice.
- **I liked the way you...** listened carefully to your talk partner when they were speaking.

They will also:

- Prioritise relationships, so that the provision can be tailored to the needs of individual children
- Role model in order to teach children how to behave in different situations
- Establish routines
- Be consistent with their approach to supporting behaviour

- Devise and agree class mission statements with children
- Prioritise pro-social behaviour, building children's self esteem
- Plan for pro-social experiences to help prevent anti-social behaviour
- Meet pupil needs through differentiation (e.g. the environment, resources, expectation, level of adult support)
- Reward and positively reinforce prosocial outcomes and these should be given freely and unexpectedly, not as a form of bribery
- Understand that public methods of tracking and managing behaviour risk creating negative feelings. These methods can cause unnecessary anxiety and a fear of getting things wrong.
- Use restorative practice when discussing behaviour with children
- Use positive language, telling the children what is expected, not what they are doing wrong
- Give children a range of responsibilities appropriate to their age

Through this approach, our aim is to teach children to manage their behaviour through internal discipline, where their behaviour is controlled through their own motivation and desire to do their best.

3) Managing Anti-Social Behaviour

Anti-social behaviour may cause harm to an individual, a group, to the community, the environment or persistent disruption to the learning of others. It may also include racist or prejudice related incidents of any kind.

Anti-social behaviour may present itself in different forms and can be described as either 'difficult' or 'dangerous' behaviour.

Difficult behaviour is that which falls short of our school expectations, but is not dangerous. This may include behaviour that causes occasional disruption to a lesson e.g. calling out or distracting others.

Dangerous behaviour is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

In dealing with difficult and dangerous behaviour, staff should remain calm, consistent and model pro-social behaviours. All those involved should be treated with dignity and respect and in a way that offers opportunities for the behaviour expectations to be taught and understood. A restorative approach should be used in order to resolve and repair issues that may arise linked to a child's behaviour.

Responses to these behaviours will vary, depending on the child, behaviours displayed and how frequently of these are displayed. Approaches should be managed using guidance found in **Appendix A**.

There may be a need for a consequence that should always promote pro-social behaviour and be decided upon once the child has been given time for emotions to reset and engage with next steps.

Consequences can be protective or educational and should not be punitive.

Educational Consequences

An educational consequence is used to try and ensure that a child learns from their mistakes so that they make pro-social choices in the future. Some educational consequences that could be used are:

- Repairing relationships through restorative discussions
- Rehearing how to manage a situation differently

- Completing tasks at alternative times/in an alternative environment

Protective Consequences

A protective consequence is used when staff feel there is a risk of a child repeating a behaviour particularly if it has been deemed unsafe and harmful to others. Protective consequences limit freedoms. When we use protective consequences we put the educational consequences in place to progress the child to a point where we can return any freedoms that have been limited by the use of protective consequences. Educational consequences return freedoms. A protective consequence could involve:

- Reduced access to the playground/classroom
- Extra adult supervision during break or transition times
- Increased monitoring including lessons and breaktime

In exceptional circumstances, where behaviour is persistently anti-social or dangerous, it may be necessary for the team around the child to write a bespoke Risk Reduction Plan (RRP) to ensure a consistent approach to managing the child's behaviours. See **Appendix B** for an example.

6) Suspension

If a child's behaviour continues to be a major concern despite intervention and parental involvement, or if an incident of a very serious nature occurs, it may be necessary to follow the DfE and LA guidance on suspension or permanent exclusion.

Suspension: The pupil is excluded for a specific period of before returning to the school. This is to give time for all concerned to agree a way forward. A suspension can be for parts of the day, including lunchtime periods.

Permanent exclusion: The pupil cannot return to the school but remains on the school roll (and therefore the responsibility of the head and governors) until a new placement can be found.

7) Working together to affect change

School staff will work closely with parents to share strategies to ensure consistency between home and school. Support will be offered to families via the schools' Home- School Support Workers and where appropriate external support from the District Early Help Team may be sought via an Early Help Assessment (EHA) or through the Education Inclusion Family Advisor.

In some cases, and with parental agreement, a reduced timetable may be put in place to support the interventions for behaviour. This plan will be regularly reviewed, with a view to gradually increasing time in school based on the child's progress.

8) Monitoring of Behaviour Policy and Practice

Senior leaders review the school behaviour policy continually and update it as necessary.

The Governing Body is fully aware of the school's management of behaviour and receives regular updates about our policy and practice. Members of the Standards and Improvement Committee can be called upon to hear parents' complaints or appeals against a period of exclusion or permanent exclusion should the need arise.

This policy should be read in conjunction with the Physical Interventions Policy.

Appendix A

Responses to Managing Behaviour

We expect that the majority of children in school will be able to follow school expectations. If at any point they do not, members of staff will give the child a quiet, discrete reminder of the expectation (this may be a non-verbal signal, sign or visual cue). In most cases, this will enable the child to get back on track. However, if the behaviour continues an educational consequence may be appropriate. These steps may need to be repeated over time in order to promote pro-social behaviour. As long as this behaviour remains manageable in this way, and does not escalate, then this approach should be followed.

The following approaches offer stages for this behaviour support:

Behaviour management process	Possible action	Example script
Redirection	Distraction with a question or alternative task, gentle encouragement to engage in the expected activity, a positive comment/ praise, a non-verbal cue.	'Well done for good listening. I can see that you are listening because you are looking at me' referring to another child's who is doing the expected behaviour Check-in privately, 'would you like me to help you with?' 'Super listening/focused work...'
Allow the child time to process before moving onto the next stage. During 'processing time' step away and engage positively with the class/other children.		
Reminder	After giving a child the time to process and act upon redirection, privately and calmly speak to the child at, or lower than, eye level. Remind the child about the expectations and what they need to do next. Adults should display calm tone and body language. Then support the child to help them achieve the next step.	'I have noticed that you have not started your work today and you are distracting the children around you. You know we are all working hard to be respectful. Your next step is to Can I help you with that?'
Allow the child time to process before moving onto the next stage. During 'processing time' step away and engage positively with the class/other children.		
Explain next step	If behaviour is not improving, a discrete conversation will need to happen to explain there will be an educational consequence should the unwanted behaviour continue, giving them a final opportunity to engage.	With a calm demeanour, highlight the unwanted behaviour and clarify the expectation. Offer support/differentiate to help the child meet the expectation. 'Thank you for...'

Allow the child time to process before moving onto the next stage.		
During 'processing time' step away and engage positively with the class/other children.		
<p>Educational Consequence The child should spend time with an adult and the issue should be worked through. Discuss the issue, restore and plan a way forward.</p>	<p>Step 1: Educational consequence will usually involve missing some break time with an adult to discuss/practise the desired behaviour.</p> <p>Step 2: Spending some reflection time in another classroom, followed by time with the class teacher to discuss the desired behaviour.</p> <p>Step 3: Spending some reflection time with a senior member of staff, followed by time with the class teacher to discuss the desired behaviour.</p>	<p>'I want to understand why you are finding this difficult/ this is very important and I want to help you...' 'we need to spend some time together at playtime so that I can be sure that when you go out to play again / return to the classroom you are going to be safe / able to join in classroom activities appropriately.' 'Thank you for...' 'I can see that you are finding this difficult now, so let's discuss when you will get this completed'. Give the child options to choose from e.g. break time, lunch time, at home.</p>
<p>Reparation This should take place whenever an Educational Consequence is initiated.</p>	<p>A restorative meeting should take place before the next session to ensure that any relationships are repaired. Any reparation should be achievable and may require the support of adults</p>	<p>'Thank you for...' 'How were you feeling?' 'How do you think ... made other people feel?' 'How do you feel now?' 'What do you think we should do to put things right?' 'What do you think might help you to be ready to do things better next time?' 'Thank you for talking this through with me, I am glad we have found a way to move forward.'</p>

If educational consequences do not have the desired effect, the class teacher should speak with the Phase Leader who in turn may discuss concerns to the Deputy Headteachers/SENDCo or Headteacher.

A few children, who exhibit difficult behaviour, may need a planned, more differentiated approach which takes in to account their needs. This provision should be identified following an analysis of their behaviours using STEPs tools such as an anxiety mapping and 'Roots and Fruits'. The analysis will form provision in the Risk Reduction Plan, which will be formulated by the team working around the child e.g. SMT, Home- School Support Workers, TAs and Teachers, SEND Services. These plans will be shared with parents.

Differentiated provision may include:

- Planned rest/sensory breaks
- Now and Next boards

- Pre-teaching and rehearsal
- Post Teaching
- Increased adult support
- The opportunity to work in a different space e.g. another classroom, room or area with adult supervision
- Individual work stations
- Reduced language/scripts

For children who exhibit dangerous behaviour, protective consequences will need to be put in place. This may include a further increase in adult support to limit freedoms. These will be to keep the individual and others safe. The team around the child should review provision and adapt planning accordingly. This planning should include the educational consequences that the child needs to help them manage their feelings and emotional responses in different contexts.

Appendix B

Individual Risk Management Plan

Name Sam Brown	DOB 2/2/ 1998	Date xx	Review Date xx+ 2 weeks
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Photo	<p>Risk reduction measures and differentiated measures (to respond to triggers)</p> <p>Sam will be become possessive of 1:1 worker One –to- one staff using Red Badge system (the staff member who is working with Sam wears a red badge to identify themselves, staff are to reinforce to Sam that this is the person he is working with and who will attend to his needs (SCRIPT -is wearing the red badge,.....will help you), The designated 3 staff will be rotated at least every 45 mins</p> <p>Busy, noisy environment Sam does not eat lunch in the communal dining area, he has his lunch at the breakfast bar in the kitchen with 1 member of staff. Staff should leave the room before having a conversation with other staff members</p> <p>Child PJ should be guided from the breakout room when making screeching noises.. Sam should not be in the same room as Child PJ if PJ has raised anxiety as PJ will scream</p> <p>Sam can become over stimulated when he has an audience. Sam works in the breakout room with his 1:1 and no more than 1 other child. Sam can have short breaks of up to 15 mins in the communal areas.</p> <p>Boredom - Sam has a short attention span and finds it difficult to remain focused on one activity for more than 20 minutes. There must be at least 4 activities prepared for Sam before he arrives at 9-30, two must be computer based Sam must be offered the chance to change between these activities every 10 mins, (SCRIPT Sam do you want to change activity” If he chooses to keep the activity we repeat the offer every 5 mins. Sam can choose any activity and does not have to do them in any rotation. Sam can choose to remain on a chosen activity for as long as he chooses.</p>
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	<p>Being asked to wait – Sam becomes very impatient if he does not have requests for drinks, snacks met immediately. As soon as Sam asks for food or drink staff are to immediately move away, if he requests the low calorie foods or drinks on his list use either the SCRIPT “Sam I will go get it now” and go straight to collect the food from the kitchen, or if the request is not on his food list staff should use the script “ Sam we don’t have any..... but I will get you..... instead. (picking any item from his list)</p> <p>Not being able to do something he wants to do. As soon as Sam ask to change what he is doing immediately move away and use the SCRIPT “Sam do you want to change activity” If he chooses to keep the activity we repeat the offer every 5 mins. Sam can choose any activity and does not have to do them in any rotation.</p> <p>Sam can choose to remain on a chosen activity for as long as he chooses. If he requests an activity not on his rotation SCRIPT “ Sam that’s not next but we can do.....” instead. (choosing an activity from his rotation)</p>
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Pro social / positive behaviour	Strategies to respond
Sam engages in the activity with another child within the breakout room	Join in the activity with the 2 children, take part rather than supervise, Reinforce with SCRIPT, ‘Sam we are all doing this together, I am happy we are doing this together.’ Reinforce with script every 10 mins as long as the engagement and co-operation continues. Remember to still offer a rotation as above.
Sam <u>walking</u> with his support staff while in the building	Use the script “Sam is walking, I like it when Sam is walking it makes me happy, thank you for walking Sam” Give Sam a commentary as you walk ‘Sam that is Debbie’s office, that is the notice board where our photos go, etc’
Sam smiling and keeping his hands below shoulder height when an activity is suggested or when participating.	Place a hand on Sam’s shoulder and use the script “we are all enjoying(state the activity) Sam is being very safe, I am very happy that we are having fun and Sam is safe” Repeat every 5 mins.

Anxiety / DIFFICULT behaviours	Strategies to respond
<p>Sam attempting to fist bump. Sam does this at home and it regularly escalates to punching.</p>	<p>Distract Sam by asking him questions about his trains or buses, music or food from his list.</p>
<p>Sam uses repetitive sexual words (commonly repeating the word Tits but can sometimes include the words Arse and Cunt)</p>	<p>As soon as this starts hum or sing a tune (any tune) if he continues Immediately remove yourself from the activity to another part of the room use SCRIPT. " When Sam says (repeat word to Sam) I don't want to be near Sam. If Sam stops wait 1 minute and then return to the activity with no further comment.</p> <p>If this is not successful dial Sam's mum and hand the phone to Sam's using the SCRIPT 'Mum is on the phone, talk to mum'</p> <p>If this is not successful staff should withdraw from the breakout room with any other child who is working with Sam. If Sam stops wait 1 minute and then return to the activity with no further comment.</p>
<p>Sam is spitting on the carpet</p>	<p>This is an empowering behaviour at home. Completely ignore Sam spitting turn away immediately and walk away. As soon as Sam stops spitting return him to his planned rotation activities a second member of staff should clear up and disinfect without any comment or reference to the spit or the spitting.</p>
<p>Sam unzips his trousers and is weeing on the floor</p>	<p>This is an empowering behaviour at home. Completely ignore Sam turn away immediately and walk away. As soon as Sam stops weeing return him to his planned rotation activities a second member of staff should clear up and disinfect without any comment or reference to the wee or the weeing.</p>
<p>Sam moves to the door and is banging his head against the glass</p>	<p>Do not over react the glass is reinforced and the banging is because he gains comfort from the sound. Staff are to use the script 'Sam, sit on the</p>

<p>Sam will grab clothing and pull it.</p>	<p>comfy green bean bag to relax, Sam go now' Use open mitten guide to reinforce when necessary.</p> <p>Fix and stabilise as shown in Steps, Remain neutral in tone, use the script 'Sam open your hand' as soon as Sam opens his hand. Walk away and say nothing. Do not return to Sam or communicate with Sam for 1 min, then re-engage without mentioning the grab.</p>
<p>Crisis / DANGEROUS behaviours</p> <p>Sam kicking punching or grabbing customers.</p> <p>Sam is stroking the breasts of another child or grabbing genitals of other children this will often be accompanied by descriptive sexual suggestions.</p> <p>Sam manages to leave the building (Sam is at risk of a RTA on the roads immediately surrounding the home.</p>	<p>Strategies to respond</p> <p>2 member of staff to support Sam using Elbow tuck figure 4 (from Steps) if Sam resists this should become a restraint which must be recorded. As soon as Sam is independently safe direct him back to the breakout room and offer a rotation activity. SCRIPT 'Sam is not Safe, we need to hold Sam until Sam is safe''</p> <p>2 member of staff to support Sam using Elbow tuck figure 4 (from Steps) if Sam resists this should become a restraint which must be recorded. As soon as Sam is independently safe direct him back to the breakout room and offer a rotation activity. SCRIPT "Sam is not Safe, we need to hold Sam until Sam is safe'</p> <p>Staff should notify reception. Reception should ensure at least 1 other Staff member immediately goes to help. Staff should follow Sam and as soon as possible use figure 4 to contain Sam. Once contained staff should stay where they are until assistance arrives once Sam is safely contained by staff the home should be notified to send a vehicle to collect Sam. Staff should not attempt to walk Sam in a restraint any distance a vehicle should be used. Usually Sam will happily get into a vehicle once it is in his sight with the door open.</p>

