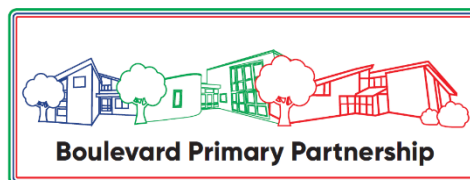


Behaviour Policy

Germander Park, Southwood and Downs Barn Schools



| | |
|----------------------------|----------------|
| Approved by: | FGB |
| Last reviewed on: | September 2024 |
| Next review due by: | September 2025 |

Southwood, Downs Barn and Germander Park Schools use Restorative Practice to underpin our Behaviour Management ethos and practice. We have high expectations that pupils will demonstrate good behaviour management at all times.

Consideration has been given to the guidance for schools in the following document: <https://www.gov.uk/government/publications/behaviour-in-schools--2> when writing the Policy.

1 The BPP Principles of Behaviour Management

The BPP principles of Behaviour Management are based on

- Rules, rights and responsibilities
- Minimisation of hostility and embarrassment
- Climate of choice
- Disciplining respectfully
- Positive expectations using restorative language
- The knowledge that all incidents will be followed up
- The triangle of support and cooperation between school, child and parents/carers
- Praising positive behaviour frequently

2 The BPP Objectives of Behaviour Management

- To develop self-regulation, self-discipline and self-control
- To support and enhance the understanding and commitment to the 4Rs
- To enable 'Ready to Learn' behaviour
- To enhance self-esteem
- To encourage accountability (i.e. accepting responsibility for own actions)
- To encourage recognition and respect for the rights of others
- To affirm co-operation and independence in learning
- To promote values of honesty, respect and rights of others
- To reflect upon actions and understand the impact on others
- To enable rational conflict resolution

3 The BPP Behaviour Management Systems

3.1 PREVENTATIVE - to minimise behavioural issues BPP has:

- Clear rules and consequences that all children are made aware of
- Clear expectations that are jointly created
- A positive environment and rewards for making the right choices (including following the 4Rs)
- Clear classroom organisation and management
- Check-ins and check-outs are used by teachers at appropriate times if needed
- A reflection area in each classroom
- A self-regulation station for children to access in, or in sight of, each classroom
- Access to Learning and Achievement Base staff members
- Regular opportunities for mindfulness activities, to enable children to become 'Ready to Learn'

3.2 CORRECTIVE - to ensure the desired behaviour is quickly established BPP staff implement:

- Restorative language
- Behaviour ladder
- Offering of choice and consequences
- The use of tactical ignoring when appropriate
- Defusing/ re-directing of potential conflict
- Reminding/ restating of rules
- Non-intrusive interventions

3.3 SUPPORTIVE- to ensure good behaviour is maintained BPP staff will:

- Encourage/ motivate pupils both verbally and academically
- Follow-up any corrective behaviour in a positive manner
- Ensure consistency and certainty
- Re-establish relationships
- Ensure a climate of respect
- Use a positive classroom tone
- Implement a team approach
- Use a 4Rs report/individual chart to support behaviour choices for individuals when needed

4 Behaviour Management in Practice

Each individual BPP staff member is responsible for ensuring the good behaviour of BPP pupils- with the class teacher playing a key role. The system is based on pupils understanding their rights, rules and responsibilities. These are based principally on our values of Respect, Responsibility, Reflection and Resilience. These are interpreted by the class teacher and the children at the beginning of the academic year to form a 'Class Charter' with the notions of respect and fairness being paramount.

Routines around school, such as walking quietly around the school, lining up at the end of playtime on the playground and sitting quietly whilst the register is taken help children to understand the behavioural expectations by all staff. All staff understand that there are some children who are unable to follow these routines all the time (for example those with high SEND needs, or those who have had a recent traumatic event that is preventing them from following behaviour expectations consistently for a short amount of time) and these children are supported appropriately.

Parents will be informed when a child has received a Red or Yellow card, when they have been placed on Amber or Red report, or following an incident which is related to one of the Equalities Characteristics (age/ disability/ gender-reassignment/ marriage/ pregnancy/ maternity/ race/ religion or belief/ sex). Parents need to understand the severity of the incident and be asked to support the school's behaviour policy and any sanctions given to the child.

Our interventions should be non-intrusive and avoid confrontation and physical intervention if at all possible and staff have been trained on using physical intervention. It is important that the child is treated with dignity and respect at all times. This does not mean however that a pupil should not be reprimanded. This should be in terms of the agreed consequences.

We realise that some pupils with SEND may find following the behaviour policy difficult, however all pupils will be supported with their behaviour choices and will be supported with visual cues, or other strategies.

Southwood Behaviour Ladder

- STEP 1 Warning
- STEP 2 Reflection time in class
- STEP 3 Yellow card (LAB intervention) & next break in LAB
- STEP 4 Red Card- immediate exit from class & break and lunch in LAB
- STEP 5 Report- Amber/Red/School/Playtime depending on behaviour incidents
- STEP 6 Suspension/ Exclusion

White cards are used by children if they need to visit the Regulation Station and are available for adults too, if they need time out of a classroom for a few minutes.

4R Star Reports and Self-Reflection Charts can be used for specific children when needed.

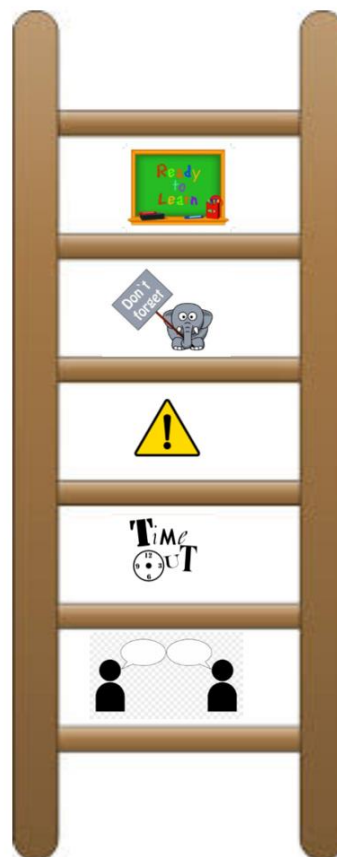
Behaviour Ladder



Downs Barn and Germander Park Behaviour Ladder

- STEP 1 Reminder about behaviour choices
- STEP 2 Warning
- STEP 3 Reflection - Time Out – in classroom or LAB
- STEP 4 Talk to a member of SLT (reports could be used if appropriate)
- STEP 5 Suspension/ Exclusion

Behaviour Ladder



Kind Hands, Kind Feet and Kind Words

Children are regularly reminded that we use kind hands, feet and words at school at all times.



We should always focus on the primary behaviour that is unacceptable, or to be encouraged, and not secondary behaviours. All interventions should be in the context of the language of choice and we should encourage pupils to articulate what they have done and as opposed to why they have done it. This should be followed up by the child articulating the right choice and what they can do to put it right. All incidents should be followed up at the earliest opportunity.

It is the class teacher's responsibility to notify the LAB of cards given (at Southwood). At all schools, members of staff record behavioural low level incidents on the behaviour log.

There may be rare occasions when individual children need to have an Individual Behaviour Plan and Risk Assessment for a short period of time, when the School's Behaviour Ladder proves to be unsuccessful due to the child's high needs. Individual Behaviour Plans will be issued following advice, or a referral to the Inclusion and Intervention Team at Milton Keynes Council, or according to need. Following advice from the Inclusion and Intervention team, there may be occasions where a child needs to be placed on a part-time time-table, to support their ability to be successful at school. If this is the case, the part-time timetable will be shared with parents and carers as well as the Local Authority and will have clear expectations about how and when the children will be expected to return to full time education.

All new staff will receive Induction which includes sharing the Behaviour Policy, the Behaviour Ladders and the systems and procedures in place to record behavioural incidents in school.

5 Using Restorative Questioning

Following a behavioural incident, Restorative Questions will be used to support the child to understand the impact of their actions and consider future actions.

*The Restorative Questions for responding to **challenging behaviour** are:*

- What happened?
- What were you thinking about at the time?
- What have been your thoughts since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next – how can you put this right?
- What will you do next time?

*The Restorative Questions for responding to **those harmed** are:*

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

6 Zones of Regulation

A regulation-station will be placed in, or in sight of, each classroom. This area will be available to all children to enable them to regulate themselves back to the green 'Ready to Learn' zone, if a child feels they are in either the yellow or blue zone. If a child is in the red zone, they will need additional assistance to become 'Ready to Learn' and may need to get additional support from an adult.

The regulation station will have images and objects to help the child understand which zone they are in and help them return to the green zone.

7 Behaviour Logs

All class teachers keep a weekly record of low-level behaviour issues in the classroom. This form is collected on a weekly basis and children who have received more than two warnings will have their name removed from the weekly Behaviour Award (each class has a raffle where all the names of the children who have followed the 4Rs are put into a container and one name is selected, for a child to win a book that they can take home to keep).

Behaviour logs are monitored termly (and shared with Governors) and discussions are held with parents when needed if their child's name is regularly having to be recorded.

Future actions to support children who have the highest number of incidents are agreed by teachers and used to support them.

8 Role of Learning and Achievement Base – at Southwood (these principles are used at the Infant Schools as well)

The Learning and Achievement Base will co-ordinate behaviour management throughout the school and record all major incidents. The purpose of this is:

- To raise pupil self-esteem
- To ensure the child understands the impact of their actions on themselves and on others
- To identify in partnership with other colleagues, pupils who need additional social, emotional and behavioural support and devise appropriate interventions to meet their needs
- To raise pupil achievement and performance
- To co-ordinate behaviour management within the school
- To support staff in BPP behavioural management strategies
- To work with external agencies to support identified pupils
- To communicate with and develop positive relationships with parents/carers
- To monitor low level behaviour across time

9 Disciplinary Structure

STAGE 1 BEHAVIOUR LADDER 1 to 4 – see above

STAGE 2 REPORT

STAGE 3 SUSPENSION/ EXCLUSION

AMBER REPORT – this is first level. It identifies and enables monitoring of behaviour targets, which are discussed and set by the LAB/class teacher. Parents/ carers will be notified by phone/letter. Children are given a grade of one, two, or three on the chart for each lesson (3 is making all the right choices down to 0). Teachers have to look at targets when scoring the children. Children do go out to play, but potentially miss after-school clubs, sporting trips and social events such as school discos.

RED REPORT - as above but at a more serious level involving SLT - parent/carers will be notified by phone and will receive a letter. Children may go out to play, but must check-into the LAB/with the class teacher, before and after, or go to the LAB/Reception for play. Children have a chart with the 321 system and they potentially miss after-school clubs, sporting trips and social events such as school discos.

SCHOOL REPORT. This is the most serious level. Parents/carers are notified by phone/letter and asked to attend a Behaviour Meeting. The child doesn't attend after school clubs and will miss sporting trips and social events such as school discos. The 321 chart is used and very closely monitored. A member of MLT must sign off the report at the end of each day and the child doesn't go out to lunch or play.

POSITIVE (4R) (and PEER/SELF-REFLECTION) CHART – This is used to build up self-esteem and reward positive behaviour. It may also be used when a child successfully completes a report. Only positive feedback is recorded on the chart.

BREAK/LUNCH TIME REPORT - used to monitor behaviour on the playground.

All reports have clear targets that are agreed by the child.

The expectation is that a child should successfully complete a report within 5 school days.

A child placed on Amber/ Red/School report loses the right to attend after school clubs/out of school visits until the report(s) has been successfully completed. If a parent can be contacted following an incident on the day of the incident, the child will need to be collected from school, rather than attend the after-school club. If the parent cannot be contacted, the child will watch the club and not participate.

SUSPENSION/ EXCLUSION – this will be used as a last resort, where all other behaviour management options have proved unsuccessful, or when the nature of the behavioural incident is so severe that immediate action is required. The exclusion will be carried out by the Headteacher, in line with the Milton Keynes Exclusion Guidance. Internal Seclusion may be used in school if needed, following a serious incident, if Suspension would not be appropriate.

Children will only be removed from their classrooms to investigate a behavioural incident if it is important to ascertain more details regarding the incident, or as part of de-escalation for one or more pupils. The time out of class will be kept to a minimum and won't exceed more than 30 minutes.

10 Child on child abuse

All staff know that children can abuse other children (often referred to as child on child abuse). It can happen both inside and outside of school/college and online. All staff have received training so they will be able to recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

Examples of child on child abuse that staff are advised to look out for include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

At Southwood, Downs Barn and Germander Park School, staff record all incidents of child on child abuse on CPOMS, which are tracked over time.

Incidents will be dealt with immediately, according to Restorative Principles, with children learning the impact of their actions, the effect their actions have had on the other child and how they can learn not to repeat their actions if the incident is a one-off, or not severe in nature. If severe in nature, parents and carers will be called into school for a meeting and either the Police, or MASH team may be involved depending on the type of incident.

On rare occasions, the school may sanction a child for behaviour outside the school. This would only happen if the incident involved:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Children are taught that any incidents where a child that they know in school isn't very nice to them, their job is to tell an adult and the adult's job is to a) write it down and b) sort it out.

11 Banned items

Items that are banned at BPP schools and may be searched for, include the following:

- Sharp or heavy implements that can be used as weapons e.g. knives
- Drug or alcohol related items
- Vapes, cigarettes and lighting equipment

Updated: September 2024

Review: September 2025

12 Physical intervention

With regards to the need for physical intervention, the schools have considered the guidance document 'Positive environments where children can flourish' and uphold the same principles. The document can be seen: <https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>.

On rare occasions, staff may need to use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others (including staff)
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Safer Handling Techniques, which the staff have been trained with can be found in Appendix 1.

If there are children at the schools where we feel that physical intervention may be required, a Positive Handling Plan will be prepared (see appendix 2).

Should any Physical Intervention take place, a physical intervention record will be completed and it will be uploaded onto CPOMS and shared with parents/carers.

In extreme cases of violence to property, adults or children, a child may be placed in a secluded room until they have reached a point where they are calm enough not to display those behaviours, or when a parent/carer has arrived, if that has been deemed appropriate.

13 Anti-Bullying Procedure

At BPP we define bullying as behaviour that is intentional, hurtful and happens more than once to a child or an adult. It can also be defined where a child targets negative behaviour towards another child that is of a significantly different age.

We do not tolerate any form of bullying at Southwood, Downs Barn or Germander Park Schools.

a) We work on the principle that:

- We all have the right to feel safe at all times.
- There is nothing so big or so small that we can't talk to somebody about it
- We are all responsible for our actions and must accept the consequences of those actions

b) Forms of Bullying may include:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

- **Physical:** pushing, kicking, biting, hitting, punching or any use of violence, isolating, making others do things they don't want to do, taking or damaging another person's property
- **Racial:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Transphobic:** referenced to children whose sense of personal identity and gender does not correspond with their birth gender
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, threatening
- **Cyber bullying:** Misuse of areas of internet: email, internet chat, Facebook etc, phone threats using text or orally, misuse of camera, video, games consoles etc.

We impress upon our pupils that if they feel unhappy or feel bullied they need to discuss their feelings with a trusted adult. We ask parents to contact the school immediately if they suspect or know that bullying is occurring.

We recognise that some incidents of bullying are a cry for help and that the child who has bullied may be in need of emotional support themselves

c) For parents the following may be signs that your child is being bullied:

- Your child is unwilling to come to school or even make the journey
- Your child becomes withdrawn, aggressive or depressed
- Your child is reluctant to join in activities which they previously enjoyed
- Your child begins to have things go missing

d) When alerted of bullying we take immediate action and appropriate measures to ensure it stops. The Learning and Achievement Base (LAB), or relevant members of staff deal with all bullying allegations at the first level and in most cases are able to resolve the situation. Parents/carers of victims and the child who has bullied, will be informed and we expect their support in any action taken.

All incidents of bullying and the outcomes are noted and recorded formally.

In the very rare case when the school is unable to reconcile behaviours we will seek outside agency advice and support.

e) If your child has been bullied:

- Treat the concern seriously and encourage your child to speak about it
- Never blame the child or suggest that it was their fault
- Talk with your child about who they might trust at school
- Contact the LAB or class teacher immediately

f) If your child has bullied:

- Separate the child from the behaviour i.e. condemn the behaviour and not the child
- Focus on the fact that your child is responsible for their actions and has a choice
- Find out how your child felt when they were bullying/ talk about how this behaviour can be altered
- Help your child to list ideas to help them feel more comfortable about themselves
- Help your child to find ways to cope with situations other than by bullying

g) At Southwood, Downs Barn and Germander Park Schools we help pupils to develop preventative strategies to avoid bullying situations. We continually reinforce our values and positive ethos of Respect, Responsibility, Reflection and Resilience in order for pupils to recognise signs of bullying and deal with incidents appropriately.

We work within our Behaviour Policy which is based on Restorative Principles

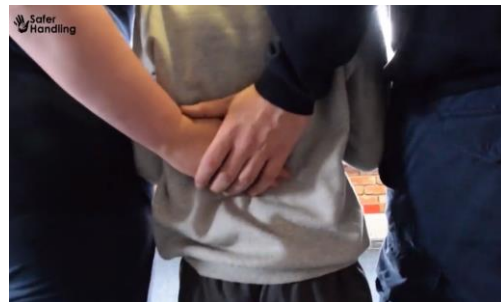
Our aim is to enable the person who has bullied to recognise and stop the behaviour and arrange support for them as well as supporting and reassuring the victim.

Appendix 1: Safer Handling Techniques

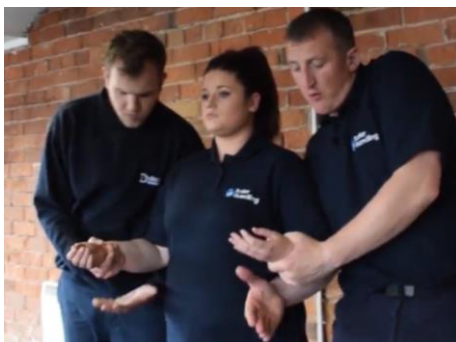
Videos can be watched following this link:

https://www.dropbox.com/sh/cs69rc3rgy5jqcl/AADb6BHdmHhY4z_CiOhEfQqXa?dl=0

Escorting- Use one hand to loosely hold the child's fore-arm and the other hand behind the back



Grips and Holding - Place one hand under the child's fore-arm and one on top and secure the arm, then move the arm back, so the elbow of the child is tucked up and into the body



Cupped Fist hold - Place your hand around the child's fist



Clothing Grip - Secure the clothing with one hand and brush away the hand



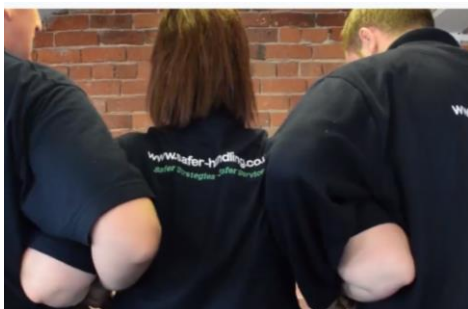
Straight Arm Hold- Place one hand inside the upper arm and one hand over the fore-arm



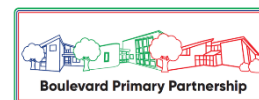
Seated hold - Use Safer Handling grip and sit, ensuring elbows are tucked up and into the body. If necessary, place a leg over the child's leg to prevent kicking



Ground Restraint - Escorting adults touch elbows, which opens the child's chest cavity and prevents the ability to drop to the floor



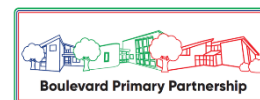
Appendix 2:



Positive Handling Plan/Risk Assessment

| | | | | |
|---|---|--------------------|-----------------|-------------------------|
| Child | | | | |
| Date | | | | |
| Triggers | | | | |
| Prevention and Support | Give space | Reassure | Use humour | Praise positive actions |
| | Talk calmly | Countdown | Repeat request | Other staff intervene |
| | Remind of appropriate behaviour | State consequences | Remove stimulus | Ignore strategically |
| | Give choices | | | |
| Physical Intervention methods | Reassuring touch - flat hand on shoulder/on back | | | |
| | Touch to meet needs of stimming/regulating (e.g. side hug, or rocking with child) | | | |
| | Escorting- Use one hand to loosely hold the child's fore-arm and the other hand behind the back | | | |
| | Safer handling grip - Place one hand under the child's fore-arm and one on top and secure the arm, then move the arm back, so the elbow of the child is tucked up and into the body | | | |
| | Cupped Fist hold – Place your hand around the child's fist | | | |
| | Clothing Grip – Secure the clothing with one hand and brush away the hand | | | |
| | Straight Arm Hold- Place one hand inside the upper arm and one hand over the fore-arm | | | |
| | Seated hold – Use Safer Handling grip and sit, ensuring elbows are tucked up and into the body. If necessary, place a leg over the child's leg to prevent kicking | | | |
| | Ground Restraint – Escorting adults touch elbows, which opens the child's chest cavity and prevents the ability to drop to the floor | | | |
| Procedure following physical intervention | Child and adult to discuss incident (if appropriate according to understanding of child). Support to be offered | | | |
| Signed by school | | | | |
| Signed by parent/ carer | | | | |

Appendix 3:



BPP Physical Intervention Record

| | |
|---|--|
| Date of physical intervention | |
| Time of physical intervention | |
| Place of physical intervention | |
| Child's name | |
| Class and Year | |
| School | |
| Staff member/s | |
| Witness/es | |
| Type of physical intervention used | |
| Duration of physical intervention | |
| Sequence of physical intervention (to include detail of child's behaviour and reason for physical intervention) | |
| Injuries sustained during physical intervention (to include actions taken) | |
| Child's views | |
| Staff member's signature | |
| Date | |
| Headteacher's signature | |
| Date | |