



# Positive Behaviour Policy

January 2024

Review: July 2024

## **Key definitions**

**Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviours and reduce anti-social behaviours through planned responses.

**Prosocial behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.

**Antisocial behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment. We differentiate between disruptive behaviours and those which are abusive

**Dangerous behaviour:** That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

**Conscious behaviours:** Those that are the result of thought and planning; a behaviour a child is unwilling to contain

**Subconscious behaviour:** That which is present without any thought or planning; a behaviour a person is unable to contain.

**Consequence:** A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

**Protective consequences:** necessary measures to manage the risk of harm. Protective consequences may limit freedoms.

**Educational consequences:** progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.

**Dynamic:** Any group of people brought together through choice, circumstance or obligation.

**Equity:** The differentiated measures to provide equal opportunities.

## **Our Policy**

Our approach to behaviour is rooted in the belief that every child deserves the best possible start in life. They all have a right to a safe, calm and positive learning environment.

This policy outlines the purpose, nature and management of behaviours in our school and relies on all members of the school community behaving in certain ways to achieve a respectful, tolerant and understanding atmosphere.

We will achieve this by the sharing of clear expectations and consistently following the Cambridgeshire Therapeutic Thinking (CTT) approach, which prioritises the prosocial feelings of everyone within the dynamic.

At Mayfield, children are supported in understanding and demonstrating prosocial behaviour through the promotion of our Core Values\*, the teaching of social skills and strategies including PSHE (Personal, Social, Health, Education) and developing positive relationships within a secure, caring and inclusive environment.

### **Aims**

- 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 a positive learning environment for all pupils

### **Responsibilities**

<b>Staff</b>	<b>Children</b>	<b>Parents/Carers</b>
<ul style="list-style-type: none"><li>• To ask for and offer support</li><li>• To model, recognise and acknowledge prosocial behaviour</li><li>• To follow the school's protocols consistently</li><li>• Liaise with parents about matters which affect their child's wellbeing, learning and behaviour</li></ul>	<ul style="list-style-type: none"><li>• Follow school rules and guidelines</li><li>• To demonstrate our Core Values</li><li>• To take responsibility for their own actions and understand the consequences they will have</li></ul>	<ul style="list-style-type: none"><li>• To work in partnership with the school staff by liaising about matters which affect their child's wellbeing, learning and behaviour</li><li>• To read information shared and follow school protocols</li></ul>

\*Resilience, Independence, Empathy and Kindness, Creativity, Aspiration, Respect

## **Types of behaviour**

Cambridgeshire Therapeutic Thinking (CTT) promotes prosocial behaviour and the management of antisocial behaviour (difficult or dangerous behaviour), with an understanding of what behaviour might be communicating. Strategies used in school focus on de-escalation and preventative measures rather than focusing on reactive strategies.

## **Prosocial behaviour**

### **How is it promoted?**

- Through our school core values. Our core values are displayed in all classrooms and around the school, which are frequently referred to. All behaviour systems link back to the core values and are re-visited at regular intervals, such as assemblies.
- Celebrating it in a variety of ways including:
  - Class marble jars and treats
  - House points
  - Head teacher certificates
  - Verbal praise- *'You're making this person feel included, well done.'*

### **How is it taught?**

- Through our PSHE curriculum
- Providing children with the reasons behind the rules e.g. 'We wear indoor shoes to keep the carpets clean inside'
- Reflective conversations with staff about their behaviour (educational consequences)
- Role-models
- Class Contracts that focus on the expected prosocial behaviours (e.g., 'listen to my peers' rather than 'don't talk over others')

### **Examples of antisocial behaviour within lesson time**

*Antisocial behaviour should not need SLT support unless it is persistently disruptive. Abusive and dangerous antisocial behaviour is likely to need SLT support/intervention.*

<b>Disruptive</b>	<b>Abusive</b>	<b>Dangerous</b>
<ul style="list-style-type: none"><li>• Noise/talking (shouting out, continued interruption, talking to a friend)</li><li>• Leaving seat without permission (leaving their desk without permission or leaving the carpet during an input/story without permission)</li><li>• Refusing to complete tasks (work set by teachers/changing for P.E.)</li></ul>	<ul style="list-style-type: none"><li>• Verbal (name calling, swearing, mimicking, answering back)</li></ul>	<ul style="list-style-type: none"><li>• Physical (spitting, pushing, scratching, pinching, hair pulling, hitting, kicking, fighting, slapping, throwing, biting, punching)</li><li>• Refusing to follow instructions</li><li>• Leaving the classroom</li><li>• Damage to property</li></ul>

### **Examples of anti-social behaviour at break times**













<b>Disruptive</b>	<b>Abusive</b>	<b>Dangerous</b>
<ul style="list-style-type: none"><li>• Disrupting play of peer group or others</li></ul>	<ul style="list-style-type: none"><li>• Verbal (name calling, swearing, mimicking, answering back)</li></ul>	<ul style="list-style-type: none"><li>• Physical (spitting, pushing, scratching, pinching, hair pulling, hitting, kicking, fighting, slapping, throwing, biting, punching)</li><li>• Refusing to follow instructions</li><li>• Leaving the designated areas for play or lunchtimes without permission</li><li>• Damage to property</li></ul>

We recognise that the degree and frequency of both prosocial and antisocial behaviours will vary according to the age and stage of individual children. We will always use our professional judgement when making decisions related to these behaviours and the way in which they are managed.

## Categorising antisocial behaviour

Antisocial behaviour at Mayfield is recorded on ClassCharts and is categorised as follows:

### **Class Charts Behaviours** January 2024

Behaviour		Descriptors
ORGANISATION Uniform		Wearing items that are not included in the school dress code: navy jumper, cardigan, grey/black trousers, skirt etc, white or blue polo shirt or t-shirt.
ORGANISATION Homework issue		Homework not completed or only partially completed.
ORGANISATION PE Kit		PE kit not in school for lessons.
DISRUPTIVE noise/talking		For example: chatting, humming, tapping.
DISRUPTIVE leaving seat		Leaving a seat without permission to do so/not following the classroom expectations of when to be and remain seated.
DISRUPTIVE not completing task		Passively or actively not starting/completing tasks set by adults.
ABUSIVE verbal children		Any form of abusive language (including hand gestures or signs) towards another child/children. Abusive language used that is not necessarily directed at another child (eg when playing football). Includes prejudiced related incidents which are also reported separately.
ABUSIVE verbal adults		Any form of abusive language towards an adult, including argument.
DANGEROUS physical children		Intentional physical action against a child with any part of the body and/or with items for example: football, stick, ruler.
DANGEROUS physical adults		Intentional physical action against an adult with any part of the body and/or with items for example: football, stick, ruler.
DANGEROUS damage to property		Intentional damage to school property or the property of another member of the school community.
DANGEROUS internal absconding		Leaving the classroom or other agreed space without the permission or agreed supervision of an adult.

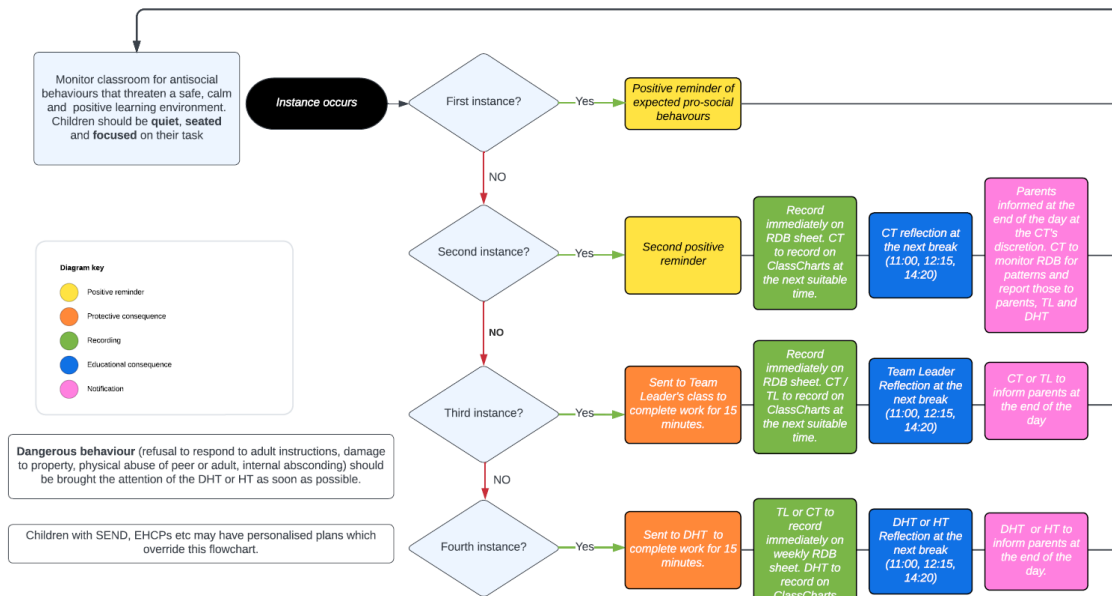
In addition, where teachers notice a pattern of difficulty with personal organisation e.g., incomplete homework, inability to wear appropriate uniform or remember their P.E. kit, a conversation with parents/carers may be required.

# Managing antisocial behaviour

## How we manage anti-social behaviour (lesson time)

Flowchart for managing low-level disruptive behaviour in lessons

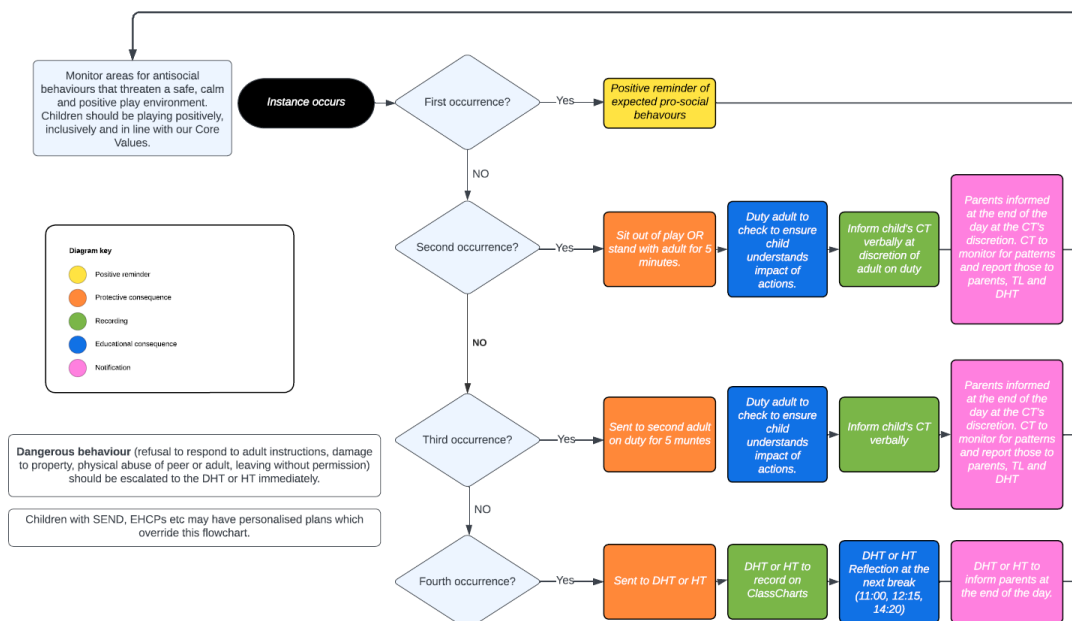
Stephen Atkinson | December 29, 2023



## How we manage anti-social behaviour (break times)

Flowchart for managing low-level disruptive behaviour at breaktimes

Stephen Atkinson | December 28, 2023



## Positive reminder

Before a protective consequence is required, a **positive reminder** should be given. This should remind the child of the expected prosocial behaviours (tell them what they should be doing rather than what they should not be doing). Reminders should be phrased positively and remind the child of the reason behind the rules, for example:

*Child A:* (running in corridor)

*Staff:* Walk in the corridor. You could hurt someone else or yourself.

*Child A:* (starts to walk)

*Staff:* Thank you.

If a child is unable to change their antisocial behaviour after positive reminders, giving limited choice or disempowering them may be effective.

Limiting choices: 'Where shall we talk, here or in the group room?' 'Are you going to complete this task now or at break time?' 'Are you going to sit in your carpet space or on a chair for story time?'

Disempowering (tactical ignoring): 'Comeback when you are ready to learn'; 'You can listen from there'; 'Well done to those children listening'; 'Thank you to those children who are tidying carefully'.

## Immediate Protective Consequence

Immediate protective consequences are the necessary measures to manage the risk of disruption and harm. They should be a logical response to behaviour and may limit freedoms. For example, if a child has needed a class teacher reflection for chatting but then continued to talk, they would need to go to their Team Leader's classroom because they are continuing to disrupt learning. Children need to be told why they are having a protective consequence, e.g., '*Obviously you need to spend some time in \_\_\_\_'s class because your behaviour is affecting your peers' learning*'.



## Recording

To track trends and patterns across the school, antisocial behaviour should be recorded.

In lesson time, it is important that the recording of low-level antisocial behaviour does not interrupt the learning of others more than is necessary. It is also important when taking a therapeutic approach that children are not shamed so names should not be recorded on the class whiteboard. Instances of anti-social behaviour should instead be quickly recorded on the Record of Disruptive Behaviour (RDB) sheet. This will allow teachers to keep the lesson flowing and record more fully on ClassCharts at a time that is appropriate.

All antisocial behaviour should be recorded fully on ClassCharts. It should be concise but include details of any build-up or context, what happened and the consequences.

The 'Outcome' dropdown menu should not be used currently.

Record of disruptive behaviour      Class:.....      Week beginning: \_\_/ \_\_/23

Day	Name	Time	Behaviour	Consequence	Parents informed?	All on ClassCharts?
Mon						
Tue						
Wed						
Thu						
Fri						

End of week discussion and actions

## Educational Consequence and Restorative Conversations

Protective consequences are put in place to prevent the antisocial behaviour from happening again whilst the educational consequences enable to children to understand their behaviour and its impact. Over time, it will develop internal discipline.

Educational consequences should allow for the gradual removal of protective consequences. For example, a child may have to sit out at break time because they are struggling to contain their frustration with a game. Through a restorative conversation, the child should begin to understand their anti-social behaviour and stop. Therefore, the protective consequence can be removed.

Restorative conversations will be held with children and follow the prompts below:

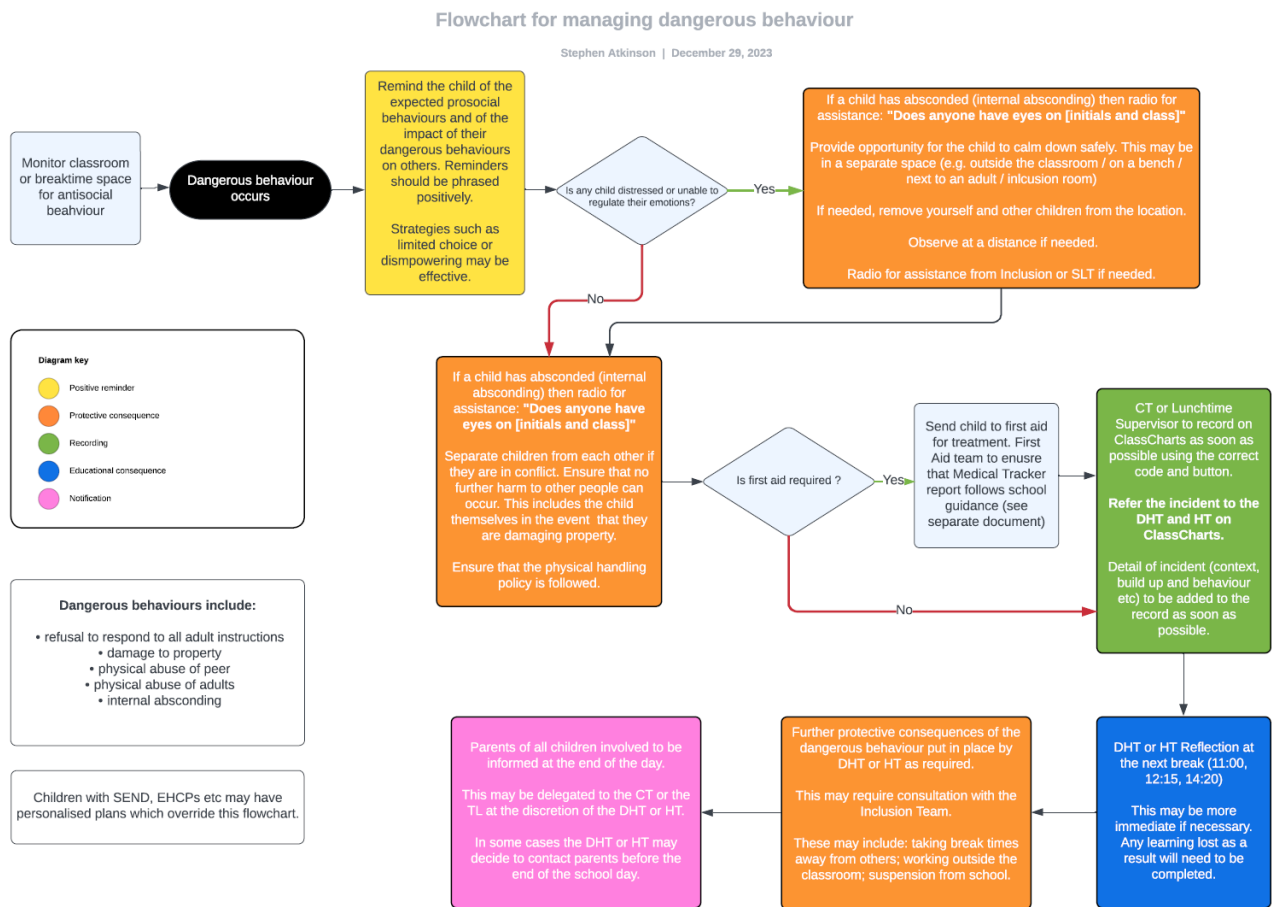
- What happened?
- How were you feeling when it happened?
- What did you wish to happen as a result?
- What were the consequences of your actions? Who has been affected?
- What needs to happen to put things right?
- How might you prevent this from happening again?

## Parental notification

Parents/carers will be informed of incidents of anti-social behaviour and their consequences in line with the above flow-chart. We are happy to make time by appointment to discuss anything relating to a child's needs. If parents/carers ask about other children's provision or responses to other children's behaviour staff use the following script:

*'We are unable to discuss the plans, provision or differentiation used with any child or children other than your own.'*

# How we manage dangerous behaviour




Note that all dangerous behaviour must be brought to the attention of the DHT or HT and all steps on this chart must be completed even if the dangerous behaviour is curtailed quickly.

## Parental involvement

We work closely with our parents/carers to ensure the consistent approach of our behaviour policy. All individual plans and approaches are shared with parents and where appropriate parents/carers are involved in the planning process of therapeutic strategies for individual pupils. Parents/carers will be informed, where appropriate, and invited to meetings with outside professionals.

## Individual Plans

We are obliged to create a policy to meet the needs of most children within our school community, but we are also required to provide differentiation from our policy for some individual children based on their needs. We establish our policy and plans based on legal requirements, academically researched methodology and the publicised ethos of our school. We will use the following Graduated Response Framework:



**Therapeutic Thinking Graduated Response**

<b>Universal</b> Behaviour Curriculum	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach pro-social behaviour.</li> <li><input type="checkbox"/> Include within pupil induction.</li> <li><input type="checkbox"/> Establish routines.</li> <li><input type="checkbox"/> Staff role-model expectations.</li> <li><input type="checkbox"/> Create positive relationships.</li> <li><input type="checkbox"/> Use positive phrasing to communicate expectations.</li> </ul>
<b>Targeted</b> Behaviour Policy	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>
<b>Targeted Plus</b> Early Prognosis	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of:               <ul style="list-style-type: none"> <li>o Function of behaviour</li> <li>o Health and wellbeing</li> <li>o Context</li> <li>o Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>
<b>Specialist</b> Predict, Prevent & Progress	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul>
<b>Specialist Plus</b> Therapeutic Plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>

## **Suspensions and exclusions**

Only the Headteacher has the power to suspend or exclude a pupil from school. Any decision to suspend must be made in line with the principles explained in the DfE (Department for Education) guidance and Education Act and in line with the school Exclusion Policy.

## **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school records incidents of antisocial behaviour on ClassCharts, our online behaviour platform. The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The governing body and staff will review this policy in six months' time. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how policy might be improved.