

Review Date: Autumn 2024	MAPLE RIDGE SCHOOL	Next Review Due Autumn 2026
<b>Behaviour Policy</b>		

## **Behaviour Policy (Including exclusions, anti-bullying and anti-racism policies)**

### **1. Aims**

1.1. This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### **2. Legislation and statutory requirements**

2.1 This policy is based on advice from the Department for Education (DfE) on:

- *Behaviour in Schools*
- *The Equality Act 2010*
- *Use of reasonable force in schools*
- *Supporting pupils with medical conditions at school*
- *Exclusion from maintained schools, academies & pupil referral units in England.*

It is also based on the *Special educational needs and disability (SEND) code of practice*.

In addition, this policy is based on:

- Section 175 of the *Education Act 2002*, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the *Education and Inspections Act 2006*, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- *DfE guidance* that schools should publish their behaviour policy online

### **3. Roles and responsibilities**

#### **3.1 The Governing Body**

The Governors are responsible for reviewing and approving this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher accountable for its implementation.

#### **3.2 The Head teacher**

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the Governors. The Head teacher will also approve this policy.

The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with unacceptable behaviour, and will monitor how staff implement this policy to ensure it is applied consistently.

#### **3.3 Staff**

All members of the school community have a shared responsibility to encourage appropriate behaviour and a right to expect mutual support. There is an expectation that:

- Staff will implement the behaviour policy consistently
- Model positive behaviour

Review Date: Autumn 2024	<b>MAPLE RIDGE SCHOOL</b>	Next Review Due Autumn 2026
<b>Behaviour Policy</b>		

- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents in the agreed way

### 3.4 Parents/ Carers

Parents/Carers are expected to

- Accept a shared responsibility for encouraging positive pupil behaviour
- Inform the school of any change in circumstances that may affect their child's behaviour

### 3.5 Children

It is recognised that the learning difficulties of a child may mean that they do not respond in the same way e.g. might kick when they can't express feelings or have a sensory intolerance.

## 4. Principles

**4.1** The school will be organised in such a way that all members of the school community are valued and treated with respect and courtesy.

**4.2** Good standards of behaviour are dependent upon expectations, curriculum and teaching methods, which are well matched to pupils' needs. Social competence is developed through pupil participation in our PSHE programme and the new Relationships & Health Education (RSHE)

**4.3** The school community is actively involved in implementing a framework to reward positive behaviour and modify undesirable and unacceptable behaviour.

**4.4** Our school rules were made in consultation with the staff and the pupils:

- Be kind
- Be safe
- Be helpful

The rules are very simple but can be developed throughout the school, depending on the level of understanding of the class group/individuals. These rules are supported through PSHE and Character Education alongside our RSHE curriculum with Sammi Safe, Kimmy Kind and Hermen Helpful visual prompts to support these rules displayed around school and in each classroom. Classes may choose to write their own class charter with the children's input.

## 5. Behaviour Management

**5.1** We promote the positive approach to behaviour management as advocated in the Team Teach approach. Team Teach is committed to positive behaviour management through a holistic approach involving personal behaviour, diversion, diffusion and de-escalation.

We only use Restrictive Physical Intervention (RPI) where the risks involved in using force are outweighed by the risks involved in not using force. (See RPI Policy).

**5.2** We have non-class based LSA3 support assistants, our STARS (Skills, Training, Advice, Resources, Support) team, with specialisms in emotion coaching, sensory and communication needs, who work closely with classes and each other when additional support is needed.

**5.3** We base our approach upon the multi-element model, which stresses the importance of a non-aversive approach to behaviour management. It involves creating alternative approaches to behaviour management that are based on:

**5.4 Ecological Change** – changing the environment to make appropriate behaviour more likely.

In each class the furniture is arranged providing visually defined areas, there are appropriate means of communication available to all the children and, where appropriate, the class rules are displayed visually.

Review Date: Autumn 2024	<b>MAPLE RIDGE SCHOOL</b>	Next Review Due Autumn 2026
<b>Behaviour Policy</b>		

The class team have shared expectations of behaviour and the work is well prepared, appropriate and differentiated for the needs of all the children in the class. (For more details, refer to the Teaching and Learning Policy and Environment checklist)

**5.5 Teaching New Skills** – identifying behavioural intent and teaching alternative ways of achieving the same ends.

The development of personal and social skills are embedded throughout the curriculum. There is a scheme of work to ensure progression of the teaching of Social Understanding alongside Personal and Social Development through our PSHE and Relationships & Health Education Curriculum across the school with twice weekly lessons in every class. Skills such as turn-taking, sharing, waiting, recognising and identifying feelings and issues relating to self-esteem are also an important part of our whole school curriculum.

We follow the 'PATHS' Scheme teaching skills of emotional self-regulation and 'doing turtle'. 'Social Stories' (introduced by Carol Grey) are also used to help children to understand the expectations of various social situations e.g. playtime, lunchtime and learning a different way of reacting.

Some children have Individual Behaviour Management Plans (IBMP) that focus on specific behaviours. They have regular opportunities to reflect on their behaviour, feelings and perceptions, to enable them to make safer, positive choices.

Children are also provided with the opportunity to reflect on their behaviour when there has been an incident and to think about what they could have done differently using a variety of resources including;

- talk time
- What happened books
- Reflection sheets personalised to the needs of the child

Where appropriate behaviour targets may be written into Educational Health Care Plans (EHCP), from which annual targets are set. Objectives are written into IBMPs and reviewed at least 3 times per year.

**5.6. Reinforcement** – using effective methods to increase good behaviour and making inappropriate behaviour less likely.

A whole school system of smiley faces is used in every class to reward children for their behaviour. The smiley faces are collected by each child to earn a 'dip in the tin', a tin filled with a range of inexpensive yet motivating gifts. The number of smiley faces each child must earn to get a 'dip' varies depending on the development stage of the child.

- 5 Smiley faces = 'Dip'
- 10 Smiley faces = 'Dip'
- 20 Smiley faces = 'Dip'

Smiley faces can be awarded by any staff member of the class team or the wider school team for good behaviour, completing work, good communication, remembering to be polite or helpful, being kind etc. The children need to know what the Smiley Face is being awarded for and, **once earned, Smiley faces cannot be taken away.**

For children who are not yet ready to understand the concept of smiley faces, a 'first – then' approach will be used to support the child to complete an adult directed task before accessing a preferred item/activity/reward.

Other rewards that can be used include stickers, verbal praise, points towards a chosen goal and time to choose.

When a child receives 10 'Dips' (i.e. 50, 100 and 200 faces) they receive a 'Gold Certificate' in the Celebration Assembly.

Celebration assemblies are held weekly for Teams 2 and 3 (sometimes in class for Team 1 when developmentally ready), with each class nominating children for the "Head Teacher's Award". The nominated

Review Date: Autumn 2024	<b>MAPLE RIDGE SCHOOL</b>	Next Review Due Autumn 2026
<b>Behaviour Policy</b>		

children receive a 'Head teacher's Award' sticker and their named maple leaf is displayed on the assembly board in the hall. 'Gold Certificates' for children who have 10 'Dips in the Tin' are also given out. A child from each class is also awarded a 'school rules' certificate, with a different focus each term (Kimmy Kind, Sammi Safe, Hermen Helpful). The certificate states what the child has done to earn the certificate.

Parents are informed about their child receiving a Head Teacher's Award either in the weekly class newsletter or in the home book. Support is put in place for any child who finds not getting a sticker difficult to accept.

Extra special work may be shared with any staff member including the Head Teacher or Assistant Headteachers. Special Award Postcards can be sent home at any time by class staff to reinforce making the right choice; good work, being helpful and so forth.

**5.7 Responsive Strategies** – strategies to manage inappropriate behaviour at the time it occurs. (Including active responsive strategies which support the child in calming down before escalation)

Classroom sanctions must be fair, workable and consistently applied. They must be proportionate and where possible, related to the impact of the behaviour and the needs of the child. They should also be shared with the children so they know what to expect. Some possible sanctions include:

- Working by themselves.
- Withdrawal of a proportion or all of playtimes.
- Making up of time missed on work while rest of class have choose or clubs.
- Removal from class to complete activities away from their peers for agreed period of time e.g. until end of session.
- Working in a different class for a short period
- In certain situations, staying out of class for longer periods to reduce risk to peers and re-establish acceptable behaviour and work expectations.

Use of Safe Spaces; in every class there is a 'turtle corner' provided (in the hall it is the 'turtle room'.) Children are encouraged to use these spaces for emotional regulation (as per PATHS Scheme). We also have 4 calming safe places accessible to children near their classrooms; 'blue room', 'conker room', 'purple room' and 'green room'. They are comfortable safe spaces with sofas or bean bags, blankets and cushions plus providing access to stress releasing resources, such as, paper to rip, stress balls and sensory resources.

Children are actively encouraged to use these rooms when they feel the need to. However, if they are posing a risk to others and it is known that providing this sort of environment helps them to calm then they will be physically supported to this space. The aim is to avoid using more RPI and to allow the child to calm in their own space encouraging them to adopt more appropriate self-management strategies and preserving their dignity. **This is not seclusion.** The door is only closed at the request of or by the child and is never held. If necessary 1 or 2 adults will support the child in the room, but equally can monitor outside if the child prefers. The child is always monitored whilst they are calming in these spaces.

In certain circumstances, children will be prevented from returning to class even when they are calm, to minimise the disruption to others and provide a distraction free environment away from the attention of other peers. They will continue to be supported during this period and this will be part of their individual behaviour plan.

In exceptional circumstances, a child might be educated away from their peers for a longer period. This would be to reduce risk and disruption to their peers and re-establish acceptable behaviour and work expectations in an attempt to continue to meet their needs. Individual staffing would be provided throughout this time and it would be discussed with parents, appropriate professionals and the LA as well as being regularly reviewed.

## 6. Behaviour Plans

**6.1** For some children the use of rewards and sanctions outlined above, alongside teaching new skills, are ineffective for modifying behaviour. These children need their behaviour to be considered in more detail and recorded on an individual behaviour management plan (IBMP). Class teams can request provision review meetings at any time throughout the term, with their Assistant Headteacher, to discuss a child whose behaviour continues to be a cause for concern and, if necessary, write an IBMP. For children where RPI is

<b>Review Date: Autumn 2024</b>	<b>MAPLE RIDGE SCHOOL</b>	<b>Next Review Due Autumn 2026</b>
<b>Behaviour Policy</b>		

part of a planned response to behaviours, an IBMP will always be necessary. It is important to accept and recognise that all behaviour represents communication; the child is indicating a need. It is important for these children that we teach them acceptable ways of addressing their needs.

Therefore, the questions that need to be considered are;

- What is the child trying to tell us?
- What purpose does the behaviour have for the child?

**6.2** It is the answers to these questions that will guide the writing of an IBMP. The class team, with the support of their Assistant Headteacher and other relevant staff, such as STARS and/or SHIP(Home/school support), write the IBMP and outline:

- The targets for change – While all behaviours causing concern can be listed on the IBMP only one behaviour should be the focus of the plan. Decide on the priorities for change.
- The environmental changes - This specifies any individual adaptations to the child's environment that are necessary.
- New skills to be taught - This is particularly relevant to the consideration of what purpose the behaviour has for the child and what the child needs to learn to respond differently. The new skills to be taught will fall into one of the following categories:
  - (a) Functionally equivalent skill, which is an acceptable way of achieving the same goal as the undesired behaviour.
  - (b) Functionally related skills, which are those pre-requisite skills that the child may need to be taught in order to demonstrate the alternative behaviour e.g. teaching turn taking skills to children who fight and squabble in order for them to interact appropriately.
  - (c) Coping/Tolerance skills, which are ways for the child to manage feelings of frustration, anxiety, anger, and impulsivity.
- The reinforcement used - What will motivate the child to change their behaviour?

**6.3** Whilst attempting to modify a child's behaviour, an agreed way of reacting to the undesired behaviour when it occurs is necessary - reactive strategies. Wherever possible this will also include how to recognise the 'signs' before an incident and how to respond to support the child at this time and prevent an escalation of the behaviour – active responding strategies. These need to be planned in advance and all staff involved need to know when to apply them, who will be involved, where extra support will come from and how they will be alerted etc. so they can be applied confidently and consistently. In addition, any form of RPI which will be used and which Team Teach holds this will involve will also be included. This information should be shared with all staff involved as well as the child's parents/carers and recorded on the relevant section of a child's individual behaviour plan.

It is important to remember that reactive strategies alone will not modify behaviour, the child needs to be taught a different way of achieving the same result, the skills to do it and provided with the motivation to want to change.

## **7. Response to hurting**

**7.1** When staff or other children are hurt by an individual child we believe this is a serious issue and there should be a planned response. However, we also recognise that children hurt for a variety of reasons including;

- Because they are communicating something to us
- Because they are cross and an adult/child got in the way
- During an incident of RPI or because of an imposed consequence
- Because they want something tangible
- As a sensory reaction
- Because they do not have the concept of hurt and are intrigued by the reactions

**7.2** In extreme cases the hurt is intentional and the child fully understands what they are doing. Therefore, the response to the hurt does need to be different depending on the believed reason for it. Every child who hurts children or staff should have a documented risk assessment identifying how to minimise this

<b>Review Date: Autumn 2024</b>	<b>MAPLE RIDGE SCHOOL</b>	<b>Next Review Due Autumn 2026</b>
<b>Behaviour Policy</b>		

risk. The Assistant Headteachers will provide the Head teacher, all classes, STARS and SHIP, with a copy of the risk assessment and together they will be supporting the implementation of any measures identified.

**7.3** In addition, the child should have an IBMP where the hurting is a priority for change and there are planned responses and identified new skills that need to be taught.

Both the IBMP and risk assessment should be shared with all staff and reviewed half-termly. If no progress has been made to reduce the level of hurting then a review involving all the agencies involved with the child will be planned to decide what else should be put in place in order for the child to make progress.

Parents/carers of the child will be informed if their child has hurt another child/adult. There should also be opportunity provided for the child to reflect and consider the feelings of the injured child/adult.

**7.4** Should any member of staff be finding the challenging nature of a particular child's behaviour difficult to cope with and feel they need a 'break' then, wherever possible, staff will be swapped for a break to enable this member of staff to have some time away from that child.

## **8. Response to property damage**

**8.1** We try to teach children to respect the resources they use and the environment by acting as role models, encouraging children to tidy away after themselves. There are occasions when children intentionally damage property. This can be for a number of reasons:

- To gain attention
- Out of frustration
- To get out of a situation
- For sensory input

Therefore, the response to this behaviour needs to be different depending on the situation and the believed reason. However, the response may include:

- 'making good' the damage in their choose time
- writing/communicating their remorse to the person/people this will affect the most
- not being allowed to use this particular resource/environment for a set period of time
- Ignoring the behaviour completely at the time and a consequence applied later according to the child's individual plan
- Immediately removing the child from the situation/resource from the child

## **9. Whole School Support**

**9.1** We believe that the challenging behaviour of an individual is a whole school shared responsibility and to ensure that all staff feel supported the following systems are in place;

**9.2** All indoor areas where children can be have a buzzer pad. If a class has their usual number of staff, the buzzer can only be used for 'Emergencies' - emergencies being risk of or actual significant injury/harm. When the red emergency trigger has been used, on call staff will respond promptly to ensure the safety of all involved. Class teams can also call out for support from neighbouring classes if there is an immediate need for help.

'Staff call' yellow trigger is for classes who have absent staff and are therefore running below usual numbers and could use a pair of hands for something they are struggling with as a result. If the person on call is assisting with another pupil, it may take a short period of time for them to come. The buzzer will continue to alert that support is required. If it is no longer required, the buzzer should be cancelled by the class team.

The class team should always have made reasonable attempts to de-escalate the behaviour. A member of the class team should always be monitoring the pupil, leaving the classroom to do this if necessary.

<b>Review Date: Autumn 2024</b>	<b>MAPLE RIDGE SCHOOL</b>	<b>Next Review Due Autumn 2026</b>
<b>Behaviour Policy</b>		

**9.3** When there has been an incident and staff involved need some 'time out' from the children, there is an expectation that staff will be flexible and support in the particular class to enable this to happen.

**9.4** After a challenging incident the class team involved may meet after school for a short debriefing session in order to reflect on the incident to consider if it could be avoided another time, whether the individual's behaviour plan needs to be reviewed, filling in any relevant paperwork and for staff involved to share their thoughts about the incident. The relevant team Assistant Headteacher or a member of the STARS team can be present to help facilitate if requested. Any concerns raised will be discussed with the relevant Assistant Headteacher.

In addition, all children, when appropriate to needs, should have an opportunity for a 'debrief'/reflection with a member of staff (where appropriate with the same member of staff as involved in the incident to ensure that the relationship is 'restored'). This gives the child the opportunity to give their perspective and, if appropriate, what they might have done differently.

## **10. Parents/Carers**

**10.1** This behaviour policy is shared with parents/ carers on our website. Communication is maintained to each child's parents/ carers through a home/school book and/or class email. Any rewards, such as certificates or special award postcards, are sent home. Parents/ carers are informed if a child's behaviour continues to cause concern and their views are sought. If an IBMP is put in place, it is shared with the parents/carers and their support is expected. For a small number of children whose behaviour is challenging in school and at home, there is the opportunity for home support from the home/school co-ordinator. This involves liaising with all involved with the child, agreeing a focus and regular visits from the co-ordinator to support the implementation of strategies and offer advice.

## **11. Outside Agencies**

**11.1** An Educational Psychologist's advice will be sought when necessary. We will liaise regularly with the Educational Psychologist and agree priorities. The school will also work collaboratively with social workers and educational welfare officers when necessary.

## **12. Recording**

**12.1** It is important for behaviour incidents to be recorded to enable a clear and accurate picture of the behaviour and the possible function it serves to be built up. All behaviour incidents are recorded, including the use of safe spaces and support given when using them. This allows us to see if there is a sudden change in behaviour that can be linked to specific events such as feeling unwell, changes at home or in school, while repeated behaviours that need addressing can be identified and used to inform an IBMP. If the recording shows a child needs an IBMP it allows us to identify the priorities for change to be addressed in any plan. All members of the class team should complete the recording forms which will be collected by the STARS team on a weekly basis. Data relating to IBMPs and RPIs will be recorded in SIMS by office staff for Assistant Headteachers to analyse and use to provide further support in school for children and staff.

**12.2** Any injury to a child must be recorded by a First Aider in the accident book in the medical room and parents informed by a telephone call. If a member of staff is injured during an incident then an accident form should be filled in with a First Aider and given to the school office to log online for the School Business Manager to review.

**12.3** If a Restrictive Physical Intervention is used then the incident will be recorded in the school RPI book in line with our RPI Policy.

## **13. Monitoring and Evaluation**

**13.1** It is the Assistant Headteacher's role, within each phase team, to oversee all issues relating to behaviour management, including reviewing behaviour plans, monitoring the behaviour records, being involved in group problem solving, supporting colleagues and listening to and acting on staff concerns

<b>Review Date: Autumn 2024</b>	<b>MAPLE RIDGE SCHOOL</b>	<b>Next Review Due Autumn 2026</b>
<b>Behaviour Policy</b>		

relating to behaviour. They will be provided with information and updates from the STARS team to support with this. Members of the STARS team can be asked to assist with group problem solving where appropriate.

**13.2** The Head teacher and Governors will monitor the effectiveness of the policy through twice-yearly reports.

## **14. Exclusion Policy**

**14.1** We endeavour to keep parents informed of any difficulties the school is having managing a child's behaviour and the strategies being used. (Refer to Section 10 Parents/ Carers)

**14.2** We will only ever use a fixed term exclusion in extreme situations when a wide range of alternative strategies have been tried and failed and to allow the child to remain in school would be detrimental to the education, safety or welfare of the pupil or of others in the school. This would only occur after at least 3 reviews of the IBMP, indicating no progress in reducing an unacceptably high level of aggressive, destructive and disruptive behaviour and when all available external agencies and forms of support had been exhausted.

**14.3** The use of fixed term exclusions is considered by Maple Ridge to be a 'Last Resort' and would not be used without the parents being fully aware that this would be the next step. Exclusion is not used for minor incidents nor is it used without very careful consideration of options and the implications.

**14.4** The current national and county guidelines would be followed at all times when a child is excluded.

## **15. Anti- Bullying Policy**

**15.1** At Maple Ridge we define bullying as persistent and deliberate behaviour carried out on a regular basis against others. Bullying should not be confused with random acts of aggression nor sensory seeking behaviour.

**15.2** Bullying is, therefore:

- Deliberately hurtful with an intent to cause harm, physically or mentally.
- Repeated, often over a period of time. It is important to distinguish between deliberately aggressive behaviours and sensory seeking or communicative behaviours.
- Difficult to defend against

**15.3** Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

<b>Review Date: Autumn 2024</b>	<b>MAPLE RIDGE SCHOOL</b>	<b>Next Review Due Autumn 2026</b>
<b>Behaviour Policy</b>		

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Extortion and coercion	Demanding things or making people do things they do not want to do.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Gesture	Threatening or intimidating
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**15.4** Pupils and staff have the right to a safe, caring environment. Parents, governors, staff and pupils should work together to ensure this.

**15.5** Strategies for reducing bullying:

- Providing a good role model
- Increasing self esteem
- Praising good behaviour
- Learning through PSHE and RSHE how to behave towards each other
- Learning through PSHE and RSHE how it feels to be ignored/called names
- Encouraging children to inform on bullies
- Involving and encouraging support from parents
- Providing support for the bullied child / adult
- Providing support for the bully
- Encouraging peer support for the bullied child / adult

**15.6** In the case of a reported incident of bullying the following procedure will take place:

1. Acknowledgement
2. Investigation.
3. Recording on behaviour sheets.

<b>Review Date: Autumn 2024</b>	<b>MAPLE RIDGE SCHOOL</b>	<b>Next Review Due Autumn 2026</b>
<b>Behaviour Policy</b>		

4. Sharing information with parents and staff
5. Sanctions and teaching new skills as appropriate.
6. Support for the children/ adults concerned

## **16. Anti-Racism Policy**

**16.1** We define racism as any deliberate behaviour, which makes an individual feel different because of their race.

**16.2** We believe that racism usually occurs when there is a lack of awareness and tolerance of others and their culture, and believe that one way to address this is through the emphasis on multicultural diversity we teach in the curriculum. We have a proactive approach for the promotion of race equality.

**16.3** In the case of a reported incident of racism the following procedures will take place:

- Acknowledgment
- Investigation
- Recording – using incident form on CPOMs
- Sharing information with parents and staff
- Sanctions and teaching new skills as appropriate
- Support for child/adult concerned

**16.4** The Head teacher will monitor and evaluate the level of incidence and report to governors. Monitoring of behaviour records will also ensure that the management and recording of behaviour is fair to pupils from all racial groups and any concerns will be acted upon.

## **17. Training**

**17.1** Our staff are provided with training on positive behaviour management through Team Teach using a holistic approach involving personal behaviour, diversion, diffusion and de-escalation

**17.2** Behaviour management will also form part of continuing professional development.