Old Palace & Children's House Federation
Behaviour Policy

Introduction

Across the federation, we aim to create a safe, secure and happy environment, enabling all to feel secure and respected. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to support pupils to regulate their emotions, develop good character and know right from wrong.

A Trauma Informed Approach

We understand that trauma and childhood adversity often underlie issues with behaviour choices. We are committed to ensuring that our school develops a trauma and mental health informed approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. The key principles of a Trauma-informed approach are:

- Safety
- Collaboration
- Trust
- Empowerment
- Choice

We have aligned a restorative approach to managing challenging behaviour with our teaching of 'The Zones of Regulation'; allowing children to develop their self-awareness, self-regulation and interpersonal skills, thereby supporting good decision making and moral character. To support this process, it is important that staff are aware of any potential triggers, which may result in negative behaviour choices. This will allow adaptations to be made where they are possible.

We aim to create a sense of belonging for all pupils. Belonging is the feeling of security and support when individuals have a sense of acceptance, inclusion, and personal identity. We want all pupils to know that we want them here and that they belong in our community.

Promoting Positive Behaviour

The following key principles underpin our approach to promoting good behaviour choices:

Positive relationships: We expect our staff to treat the children with kindness and respect, while setting high behaviour expectations. We expect all staff to form positive relationships with pupils and ensure pupils feel safe and happy. Staff will speak and listen to pupils at their level and will try to understand why and how they are feeling. Staff will show consistent compassion and a warm, strict approach, enabling pupils to make the right behaviour choices

Behaviour Curriculum: Pupils need to be taught our behaviour expectations. We expect all staff to explicitly teach school routines. To support this we have consistent routines for lining up, walking around the school and lesson transitions. Time is dedicated to teaching and rehearsing these routines so they become habits. Additional reminders are provided through assemblies, PSED and PHSE lessons as required.
In the Early Years, behaviour expectations are introduced through consistent adult modelling, positive reinforcement, visual cues and daily opportunities to practise routines as part of children's play and learning, helping them to understand what is expected in a developmentally appropriate way.

Consistency: what staff accept, becomes the acceptable. It is therefore important that all staff apply the same high expectations. Consistency is key, as not only does this support behaviour across the school, it also supports individual pupils by reducing their cognitive overload; pupils know what is expected, so do not need to think about this, allowing them to focus on their learning.

School Rules: to support consistency the same 5 Golden Rules apply across both schools.

- Be kind
- Be safe
- Be responsible
- Be respectful
- Be a great learner

In the Early Years, the focus is on helping pupils to understand these concepts and how the children can demonstrate them in their behaviour choices.

Rights & Responsibilities: in KS1 & KS2 children develop an understanding of rights and responsibilities linked to the Golden Rules. They explore how their right to be shown kindness, to be safe, to be respected and to be given the best opportunities to learn, comes with responsibilities to protect the same rights for their classmates. The children sign a class and playground charter committing to support each other's rights.

Pupil Voice: pupils are encouraged to tell an adult when they need support. The adult will acknowledge the child's feelings and help them to resolve the situation. Restorative conversations are used to ensure that all the children involved in an incident have an opportunity to be heard and to listen to the opinions of the others involved.

Fostering independence: pupils are encouraged to take growing responsibility for regulating their own emotions and behaviour, appropriate to their stage of development. From year 1, pupils have the option to access the classroom reset table or the playground Safe Zone independently, if they need to take some time to self-regulate. Pupils are taught a range of strategies to support this and prompts are provided to help with their application. The use of 'Restore' questions further supports independence, allowing the child to reflect on the situation, identify and take responsibility for bad choices and identify how better choices can be made, should a similar incident reoccur in the future

A Positive approach: we promote 'positive noticing'. In every lesson there should be more positive words than negative words. By recognising and rewarding good behaviour choices we can help pupils build their self-esteem and embed good habits and decision making skills.

At Children's House positive feedback is shared with parents at the end of each day and weekly Golden Rules certificates are awarded.

At Old Palace a number of reward systems are used including:

- Good News slips (daily) to recognise above and beyond behaviours.
- Diamond Tickets
- Monthly Core Value Certificates
- Termly Star Citizen Certificates voted for by the class

Predictable Consequences: staff and pupils are clear about the consequences that will be applied for poor behaviour choices. See below for more information.

Strong partnerships: - In cases where pupils need additional support, this can best be delivered through a team approach. We expect parents to engage with this process so that key messages are shared at home, as well as in school. This support may also include working closely with other professionals such as the Education Psychology, CAMHs and Early Help.

Supporting Behaviour

We appreciate that pupils may sometimes make the wrong choice resulting in inappropriate behaviour. We believe the conversation is often more effective than the consequence. Therefore, we use the following strategies:

- Allow the children time to reflect, self-regulate and calm down using the Zones of Regulation, before discussing their choice of behaviour.
- Make the distinction between the behaviour and the pupil by labelling the act not the child, e.g. 'it was a bad choice to…' rather than 'you are bad'
- Allow all parties to express their point of view and talk to the pupils individually (without an audience) to investigate the incident fairly.
- Refer to the school rules to encourage children to think about their responsibilities, choices and the rights of others
- Discuss the consequences of their actions to promote empathy and encourage pupils to identify ways to make amends- using a restorative approach.

Low Level Incidents

It is important to challenge low level standards every time, in order to uphold high expectations

We followed a three stepped approach

CHANCE - CHOICE - REFLECTION

The following script is used to support this:

1. Identify the behaviour you would like to see (Change)
I am asking you to… (sit safely).

2. Give them a choice (Choice)
I am giving you the choice to….. (sit safely) or to go to the calming cushion/reset area.

3. Send them to the Reset area (Reflection)
As you have chosen not to be safe, please go to the reset area to reflect on the choice you made.
Link their choice to the appropriate Golden Rule - in the example above not being safe

In the Early Years, a green 'calming cushion' is used instead of a reset table. The amount of time spent on the calming cushion should match the child's age and be no more than 5 minutes.
Pupils can remain at the reset table for 5 minutes in KS1 and 10 minutes in KS2
Addition arrangement maybe in place for pupils with a Support Plan

Moderate Incidents

If the above fails to result in the child self-regulating and making a good choice, the behaviour is then deemed to be moderate and the following will apply

- The child will be sent to the parallel class (or the location identified on their Support Plan) for 10 minutes. After 10 minutes, a TA or Key Person will check-in on the child to see if they are ready to return to their class. If this is not the case, they may remain in the parallel class until the end of the session

- A Restore session will be scheduled and this will be logged on CPOMs, notifying the year leader or Head of School.
- If the child remains dis-regulated at the end of the session, the year lead. Head of School or another member of SLT will meet with the children to assess next steps
- During the restore session, a restorative conversation will take place.
- Restore sessions are scheduled as follows:

Children's House - the session will take place immediately in the Ground floor Office or First Floor Reading Room. The amount of time spent at the Restore session should match the child's age and be no more than 5 minutes.

Reception & KS1 - a 10 minute Restore session will take place during lunchtime in a KS1 classroom, supervised by a Reception/KS1 class teacher.

KS2 - a 20 minute Restore session will take place during lunchtime in the Community Room, supervised by a teacher. Class teachers must bring the child to the community room. If it is wet play, the following rooms are used Media room 12:10-12:30 and Group room C 12:30-1:30pm

If the event takes place after these times, the restore session will take place the following day.

Parents will be notified in writing if their child is required to attend a Restore Session. The letter contains an acknowledge slip which they should sign and return to the school office

Playtimes at Old Palace

For low level/ minor incidents, the staff on duty will use 'I am asking' and 'I am giving you the choice to' as above. Should a further warning be given, the child would be asked to go to the reset bench for 5 minutes and to use the Zones of Regulation tools. If the behaviour continues, this would then be classed as moderate and the child would be issued with a Restore session.

If the incident occurs at lunchtime, the child will be taken to the appropriate Safe Zone.

If it happens during other break times, the child will be asked to stand with one of the members of staff on duty. If this is too disruptive, the child can be sent to the school office and a member of SLT will be called.

In incidents where the child's behaviour is putting another pupil's or adult's safety at risk, this will be deemed as a serious incident. Please see below:

Serious Incidents

The following behaviours are classed as serious and will result in the child automatically receiving a Restore session (the proceeding 'chance, choice, reflection' steps will not be used) :

- Refusing the opportunity to leave the classroom to regulate.
- Causing intentional damage to the school environment or school property
- Running out of the classroom or playground without permission.
- Throwing or threatening to throw items.
- Demonstrating physical behaviour, such as kicking, hitting, biting, spitting, throwing.
- Being verbally aggressive verbally towards other children and adults, including swearing.
- Dangerous refusal to follow instructions that may put them or others at risk.

- Stealing.
- Breaching Online Safety rules.
- Displaying discriminatory behaviour, including using discriminatory language

The child will be sent to the Head of School or the appropriate Year Group Lead so that the incident to be investigated. They will make a judgement on next steps.

If this involves the child returning to class, they pop in for a 'check in chat' to ensure the child is now regulated.

Should **three** Restore Sessions take place within a half term, the Year Group Lead and Class Teacher will arrange a meeting with the child's parents and the child to discuss the incidents and what additional support may be required.

Further Consequences

The federation will also use the following consequences when appropriate:

Internal Exclusion - this refers to a child being taught in an alternative class for one day. At Old Palace, there would normally be placed in a class in a different key stage. The class teacher will set work for the child, which they will complete away from their normal classroom. The child will be allowed a break, but this will be taken away from the children in their key stage. The Head of School or Year Lead with responsibility for the child's, will oversee the time table for the day and will periodically check in on the child. When an internal exclusion is required, the child's parents will be notified in writing. Parents will also be invited into school to discuss the behaviour incident, and any additional support that may be require, with the Year Leader and the class teacher

Suspension - this refers to the child being excluded from school for a fixed number of days. It is considered in extreme cases, where the behaviour of a pupil results in the school being unable to guarantee the safety of the pupil, or the safety of other children and the adults working in the school. environment. Where a suspension is used, parent will be notified in writing. The letter will outline:

- The number of days and when the child should return to school
- The reason for the suspension
- Arrangements for re-integrating the child following the suspension
- Parents' responsibilities during the period of the suspension
- The appeal process should parents contest the suspension

The local authority will also be informed of the suspension

A reintegration meeting will be scheduled with parents for the day the child is due to return. This will be used to clarify expectations, to outline the support that will be provided and to agree how the school and parents will work in partnership.

Permanent Exclusion- Exceptionally where the behaviour does not improve, the school will need to consider removing the child from the school roll by making a permanent exclusion. Parents will be informed in writing of the decision and the process to follow should they wish to appeal this

Lunchtime Exclusion - If unacceptable behaviour continues at lunchtimes, placing the child or others at risk, the school can issue a lunchtime exclusion. In the first instance, this would normally be for one week. Again, parents will be informed in writing.

Restorative Conversations

A restorative approach involves using questions to support the children to reflect on the incident and the choices they made. The conversation will be facilitated by an adult who will:

- Ensure that the child/ren are regulated and able to discuss the matter calmly
- Discourage the use of confrontation words or body language
- Allow each child to speak in turn
- Ensure that the others actively listen and do not interrupt.
- Support the pupils to form an apology if appropriate

The following questions should be used to support a restorative conversation for KS2:

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected and how have they been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

If the children cannot resolve the conflict after a reasonable time, the adult will make a judgement and ensure appropriate action is taken.

This approach will be adapted as follows for children in the Early Years and KS1 and those working at a similar stage of development. The following questions may be used to guide a restorative conversation in Early Years:

- What happened and how do you feel?
- How did that make them feel?
- How can we make it better?

To support them with feelings, children can use the emotion bean bags linked to the 'Colour Monster' book.

The adult will:

- Ensure that the child or children are calm and emotionally regulated before discussing what happened.
- Use simple, age-appropriate language and visual prompts where appropriate.
- Give each child the opportunity to communicate in their own way, recognising that this may include gestures, signs, single words or short phrases.
- Support children to listen to one another and take turns.
- Help children identify feelings and understand how their actions may have affected others.
- Support children to repair the relationship, for example by saying sorry if appropriate, helping a friend, or finding another way to make things better.

Additional Support

Some students find it harder to behave than others. We will provide support for them to achieve our expectations, such as removing obstacles which may be preventing them from developing better habits. Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling and their emotional needs. Our additional support draws on the latest research regarding neuroscience, attachment research, effective learning and child development, in order to help us to understand the needs being signalled by a child's behaviour

The following are some of the approaches currently used at our schools:

- **Daily Chart**– Pupils who consistently make poor behaviour choices may be provided with a daily chart. Teachers are required to complete the chart after each session to comment on the child's behaviour, including playtime and lunchtime. This is shared with the parents/ carers at the end of each day and signed by them and the class teacher.

- **Support Plan** – This sets out the triggers, preventative strategies, rewards and consequences, to be used to support the children. It is shared with the child, their parents, the class teacher and year lead. Each party signs the form to agree its content. The Support Plan is reviewed regularly and is meant as a time limited intervention.

- **Pause Card for KS1 and KS2**- This is used to support pupils who need additional opportunities to regulate their emotions throughout the day. They can use it to take a 5-10 minute pause, for example going for a well-being walk or sitting in quiet area (safe space).

- **Check In** – Some pupils benefit from a short check-in session at the start and end of the school day. This is led by a TA and supports the child to regulate their behaviour and to feel valued boosting their sense of belonging.

- **ELSA** – This is an intervention designed to support the children's emotional literacy and self-regulation by helping them to recognise, understand and manage their emotions and build positive relationships

- **Safety Plan**- This is used to identify clear strategies/procedures if a child displays a high level of risky behaviours which places them or others at risk

- **Temporary Timetable Reduction** - the school day may be temporarily shortened. Where this strategy is used, the local authority is informed and the arrangement is regularly reviewed.

- **Support from External Agencies** –sometimes expert support is required, for example in the case of a diagnostic behavioural need. Subject to parental consent, the school may seek support from external agencies.

Bullying

Old Palace and Children's House are telling schools where bullying is not tolerated. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) manipulating, coercion;
- Physical pushing, kicking, hitting, punching, damaging belongings or any use of violence;
- Prejudice related- Targeting someone based on race, sex/misogyny, religion, disability, sexuality, or gender-questioning status
- Harmful Sexual Behaviour, including (but not limited) unwanted physical contact or sexually abusive comments, inappropriate touching, exposure to inappropriate, explicit material;
- Verbal name-calling, sarcasm, spreading rumours, teasing, making threats;
- Ability Making fun of someone because they find things difficult related or have a particular talent;

Online:

- All areas of the internet, such as email & internet chat room misuse, google docs;
- Mobile threats by text messaging & calls;
- Misuse of associated technology, i.e. camera &video facilities, including the sharing of photos/videos (also digitally altered or AI generated)

All incidents of Bullying are investigated in line with the procedures set out in the Anti-Bullying Policy. At Old Palace an annual Anti-bullying week helps to ensure pupils are clear about how to report bullying.

Discriminatory Incidents

The school takes all forms of discrimination seriously. All serious incidents which include discriminatory behaviour (gender, race, sexuality, disability, religion or age) are recorded on incident sheets, including details of the child who was discriminated against and the perpetrator and the files are uploaded onto CPOMs. The number and type of incident is reported to governors termly and a copy of each completed form is also sent to the local authority.

The first time a child use discriminatory language, in any one academic year, they receive a Restore session. Should a further discriminatory incident occur in the same academic year, a one-day Internal Exclusion will then be applied.

Child on Child Abuse

The federation recognises that children are capable of abusing their peers and do not assume it is not happening if there are no reports. Abuse is abuse. It will not be tolerated or should not be dismissed as 'banter' or 'part of growing up'. All staff have a role in challenging inappropriate views and behaviours, as dismissing or tolerating them risks normalizing such behaviours. Cases of child on child abuse must therefore be alerted to the Designated Safeguarding Lead in the usual way via CPOM and all staff are aware of the procedures. Examples of Child on Child Abuse may include, but is not limited to:

- Bullying
- Discrimination
- Physical abuse
- Sexual violence
- Sexual harassment
- Consensual and non-consensual sharing of nudes/ semi-nude images and videos
- Initiation, hazing and up-skirting
- Online abuse

Please see the federation's Child Protection and Safeguarding Policy for further information

Physical Intervention

A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at Children House or Old Palace must be the trained holds (Team Teach) to ensure that the pupil is safe and the adult member is calm.

A planned physical intervention must be written on the pupil's Support Plan and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used where there is a danger to the pupil or to other staff or pupils around them.

Physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others or causing serious damage to property. It must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum. As soon as child is in a safe space and the area is clear, the child will be released.

All physical interventions should be recorded on the positive handling form, by the staff member involved, and uploaded onto CPOMs. Staff must report any incidents to Head of School or the Deputy Headteachers at Old Palace.

Confiscation of Inappropriate Items

Teachers have the legal power to:

- confiscate a pupil's property
- search without consent for weapons, knives, alcohol, illegal drugs and stolen items.

Parents will be contacted if prohibited items are brought into school
In the case of items that could be used to cause injury or commit an offense, the Police and/or Social Care will be contacted as appropriate.

Discipline Beyond the School Gate

Discipline beyond the school gate covers the school's response to all non-criminal 'bad behaviour and bullying' which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes online incidents.

The school will automatically apply its behaviour policy when considering any inappropriate behaviour committed by a pupil when taking part in any school-organised activity. The school's behaviour policy will also be applied in instances where a pupil is travelling to and from school or wearing a school badge, provided that the child is not under the supervision of a responsible adult and that there is conclusive proof of the child's inappropriate behaviour. At times, when behaviour out of school poses a threat to another pupil, a member of staff or a member of the public, the school will contact the child's parents and if appropriate the police.

Partnership with Parents/Carers

For the Behaviour Policy to be successful, we rely on the support of parents.
At the Admissions Interview parents are informed of the school's expectations and by signing the Home School Agreement parents agree to support the school in maintaining good behaviour. A copy of the Behaviour Policy is available on the federation website.

Should a child be given a Restore Session, a letter will be sent home, which includes a slip which the parent/carer will need to sign to acknowledge that they have received the letter and have spoken to their child about the incident and the behaviour choices the child made.

A letter will also be sent home should an internal exclusion or suspension be required.

Should a child receive three Restore Sessions in one half term, or in the event of a serious incident, parents/carers will be requested to attend a meeting to discuss their child's behaviour and the possible need for additional support.

Where a Support Plan is required, this will be created and shared with the child and their parents/carers. The school may also recommend that external agencies are asked to provide support and in such instances, the parents/carers will be asked to sign to give their permission for the referral to be made.

If there are any special circumstances at home that may affect the child's behaviour, such as moving home, bereavement or the birth of a new sibling; it is important that the child's key person or class teacher is informed, so that the school can take the necessary steps to support the child's emotional well- being.

Staff Training & Induction

As part of the staff induction there is a clear focus on the behaviour policy and our relational.

Each academic year, whole school training is delivered on the behaviour policy providing an opportunity for staff to reflect on this and to further develop their skills. Further, personalised training is also available should this be required. This may involve support from external agencies.

Monitoring and Evaluation

All behaviour incidents are logged on CPOMs. This allows incidents to be monitored and evaluated.

At the end of each half term, the Deputy Headteacher or Head of School monitors the data to identify any children identified as a concern and to analyse the number and type of incident by year group. At the same time, the number and nature of discriminatory incidents are also analysed.

At Children's House, the Head of School disseminates this information to staff, so that any trends can be addressed. At Old Palace, Year Leaders share this information during progress meetings, so that any issues can be discussed and addressed.
This data is also shared termly with the federation's Governing Body.

Our school policy meets the recommendations set out in the EEF Toolkit – Improving Behaviour in Schools.

Additional Information

Please also view below polices for further information:

- Child Protection and Safeguarding Policy
- Anti Bullying Policy
- Acceptable Usage Policy
- Online Safety Policy
- Staff Code of Conduct
- Whistle Blowing Policy

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