



St Helen's Primary Behaviour Policy



Section 1: Vision and Values

Our therapeutic approach to behaviour management has been inspired by the Cambridgeshire Therapeutic Thinking training we received in the academic year 2023-24. This policy outlines the purpose, nature and management of behaviour in our school in line with CTT.

At St Helen's, we recognise that pro-social behaviour is essential for effective teaching and learning and that it is everyone's responsibility. To help us achieve this we all follow our core school values:

Courage
Respect
Compassion
Endurance
Trust
Resilience

Our behaviour policy aims to ensure that:

- Everyone feels safe and heard
- Everyone is treated fairly and is shown respect to promote positive relationships and inclusion
- Everyone recognises pro-social behaviour in a consistent way
- Everyone understands the consequences of anti-social behaviour
- Everyone works in partnership through effective communication to establish high expectations of behaviour
- Everyone supports self-regulation and takes responsibility for their behaviour

St. Helen's has worked with governors, parents, staff and children to design a policy that supports and fosters an environment and ethos of positive behaviour. This policy will encourage and nurture good behaviour patterns for life. It sets out clear guidelines and roles and responsibilities to ensure that policy is practice and to allow the effective communication of our shared vision and expectations.

It is also important to understand that we all make mistakes and that we can move forward without carrying our mistakes with us. There are many complex reasons why behaviour expectations are not met, and it is the duty of every adult to look carefully behind the behaviour to identify the underlying causes and support and tackle these hidden issues.

Section 2: Pro-social behaviour

What is pro-social behaviour?

Pro-social behaviour refers to behaviour which is positive and helpful and intended to benefit everyone. These pro-social behaviours underpin our behaviour policy and are reflected in our core values.

How do we encourage pro-social behaviour within the school?

- Each class will have an agreement, designed by the class, that sets out the expectations of behaviour
- Discussion and reflection – it is important to recognise that everyone needs to have their say and be listened to.
- The use of positive language to promote desirable behaviours.
- Through classroom management, teachers establish the core routines necessary for the smooth running of classroom learning. For example:
 - Positive settling in preparation for whole class teaching time.
 - Appropriate seating plans.
 - Calm movement around classrooms and the school.
 - How to fairly get support and assistance from adults during learning time.
 - Teaching appropriate noise levels.
- Pro-social actions are verbalized and recognised when seen.
- House points will be used in all years. Each child is a member of the team and will be able to collect points for their team for pro-social behaviours shown.
- Staff can send children to any adult for recognition when they feel it is appropriate.

- Teachers will select one child each week for a golden award and one child approximately each half term for the Endeavour Cup. These awards will be linked to our core values. Celebration assemblies take place to share this.
- Children's out of school achievements are welcomed into school and can be shared in the weekly celebration assemblies or in the class at other times.
- Children are encouraged to take responsibility and model positive behaviours.
- Everyone uses positive phrases to respond to pro-social behaviours seen (well done for walking in the corridor, thank you for putting the rubbish in the bin).
- Behaviours we would like to see are taught explicitly through all curriculum areas with a detailed focus in PSHCE and PSED lessons by all staff.
- School assemblies are used to promote and develop social and emotional skills.
- Everyone understands that some children may need additional time to regulate and be ready to learn.
- Children are supported to resolve their own minor disputes.
- Student voice is recognised and valued through leadership roles such as councils, captains and ambassadors.

Section 3: Unsocial behaviour

All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties.

What is unsocial behaviour?

Unsocial behaviours are not anti-social as they are not to the detriment of others. Generally, unsocial is quiet non-compliance that does not negatively impact on other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance. All staff strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support.

Examples of unsocial behaviour and how we may respond are listed below in the table. These responses are essential to allowing introverts and internalisers to communicate their unsocial feelings.

	Positive Phrasing <i>(Can include distracting/redirecting)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Leaving their desk or carpet space during adult led activities without permission.	'Stay seated in your chair... (name).' 'Who else can I see sitting well at their desk?'	'Are you going to sit on your own or with the group?' 'Would you like to sit on the chair at this desk or that desk?'	'You can listen to the instructions/ story from there.'	'We will check you understand how to.... before you go out to break.'
Refusing to complete the work set.	'I know you want to do First I need you to, then you can' 'Can you tell me..../ show me?'	'I wonder if you'd work better at the table or in the book corner?' 'You can work with a friend or on your own.' 'Would you like me to help you get started or do it on your own?'	'You can choose to finish it later.'	Completing tasks (adaptation if appropriate)

Not listening to/ following instructions.	'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.' 'Well done everyone who has followed my instructions.'	'Would it help you to listen if you were here rather than there?'	'You can choose to have another go later.'	'We will check you understand how to.... Before you go out to break.'
Rocking on their chair	'Sit on the chair properly.' 'Thank you to everyone sitting properly.'	'Do you want to sit on the chair or the carpet?'	'I'm going to make you safe by putting the 4 legs of your chair on the floor.'	'We will discuss why it is important to keep your chair legs on the floor and you can have a practise before you go out to play.'
Inappropriate calling out	'We are taking it in turns to listen. Who else can I see listening carefully?' 'Well done everyone who has remembered to put their hand up.'	'Would you find it easier to concentrate here or there?'	'Thank you for sharing your idea.'	'We can discuss why it's important to put your hand up afterwards.'
Inappropriately communicating with peers	'Thank you to everyone who continued to concentrate.'	'Would you find it easier to concentrate here or there?'	'You can choose to do this later when the others are...'	'We can discuss why it's important to ...'
Playing/fiddling with equipment (some children may need adaptations to support them)	'Thank you for everyone who is showing good learning behaviours.' 'Put ... away.'	'Would you like to put that here or there.'	'I can see you need something to fiddle with, try this quiet...(object).'	'We can discuss good learning behaviours afterwards.'

If a pattern begins to emerge, this may result in a further action by the teacher.

Section 4: Anti-social behaviour

All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties.

What is anti-social behaviour?

Anti-social behaviour is behaviour that is difficult or dangerous, causing harm to an individual, a group, the community, or the environment. Below are the differences between difficult and dangerous behaviours.

Examples of anti-social behaviour and how we may respond are listed below in the table.

Difficult behaviours	Positive Phrasing <i>(Can include distracting/redirecting)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Continued interruptions Aggressive shouting/calling out disruptively Answering	'I can see you know the answer but at the moment it iss turn to share their thoughts.'	'We can talk about your ideas later – would you like to talk to me or...?'	Ignore and speak later.	Conversation and exploration about expected learning behaviours

back/mimicking	'Thank you to all the children who...'			
Swearing Name calling Lying	'I can see that you are not happy at the moment.' 'I can see you are upset.' 'We can talk when you are ready.'	'When you are ready, we can talk here or...' 'We can talk when you are ready – who would you like to talk to, me or?' (repeat when calm)	'When you are ready to speak to me properly, I will listen.' (then ignore until they are ready).	Conversation and exploration 'Thank you for telling me/ showing me how you are feeling – if you tell me more, I can listen/help.'
Refusal to carry out an adult's request	'I can see you are not ready to do this right now.' 'I can see something is wrong; if you want to talk, I will listen – I am here to help.'	'Would you like to take a few moments by yourself or have a chat with me.'	'When you are ready to follow my instructions let me know' (then ignore until they are ready).	Conversation and exploration 'Thank you for telling me/ showing me how you are feeling – if you tell me more, I can listen/help.' Time will be found to complete given task.
Leaving the classroom without permission	'I can see that X is not happy at the moment, let's carry on until they are ready to come back'(said to rest of class and further help called if required).	'Come back into the room when you are ready and we can talk here or with' Who would you like to talk to, me or?'	Take 5 minutes and then when you are ready to come back to class, I will listen.'	Explore reasons behind the behaviour. Plan to arrange a 'safe space' that the child can use in the future if needed.
Damage to property	'Remember to be respectful of our class equipment'	'Shall we talk about this now or later?'	Do you want to put that in the bin now or give it to me?'	Assisting with repairs or planning the repairs Remove anything dangerous from the child
Stealing	'I can understand that is something that you might want/like, but does it belong to you?'	'When you are ready to return it, you can give it to me or put it in the box.'	Give time for the child to return the item voluntarily.	Conversation and exploration of possible real world implications

Dangerous Behaviours	Positive Phrasing (Can include distracting/redirecting)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Leaving the school building	You need to stay here for us to keep you safe.	'I can see there is something wrong. Do you want to come inside and talk to...or...?' 'When you come in, would you	'Name, if you choose to leave the school premises I will have to call the police.'	Conversation and exploration Additional observation in social situations/ Breaktimes Additional support for off-site activities Suspension (rarely)

		like to go here or there?’		
Physical or verbal aggression (If aggression continues, use ‘Guides and Escorts Training’.)	‘Your actions have hurt me/child’s name. Use your words and I will listen, tell me what has happened.’	‘I can see there is something wrong. Do you want to talk to me or...?’	‘X, I can see something has happened, come and have a chat over here.’	Conversation and exploration of theirs and others feelings. Possible limit to outside space. Additional observation in social situations/ Breaktimes Adapted learning space Suspension (rarely)

Post incident recovery and debrief measures (Restorative Practice)

‘It is time for a chat’

‘Tell me what happened when...’

‘How were you feeling when you....?’

‘Who has been affected...?’

‘Who has been affected and how?’

‘How can we put right the harm?’

‘How can you help to put this right?’

‘So let’s practise what we have learnt so that we can do things better next time.’ ‘What would you like to happen next?’

‘How can we make things better for/you?’

‘What do you think ... might need?’

Section 5: Unforeseeable behaviour

Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur. These behaviours should always be thoroughly investigated by a senior lead and/or the SENDCo. Staff must decide if the behaviour is difficult or dangerous and must have a second opinion if possible.

Restrictive physical intervention may be required for unseen behaviour where permanent harm or loss of life, are risks. Staff can use their professional judgement to intervene as a last resort and must use minimum contact in order to lead, guide, or block a child to keep them and others safe. Any intervention used must:

- Not impede the process of breathing;
- Not be used in a way which may be interpreted as sexual;
- Not intentionally inflict pain or injury;
- Avoid vulnerable parts of the body, e.g. the neck, chest and sexual areas;
- Avoid hyperextension, hyper flexion and pressure on across the joints;
- Not employ potentially dangerous positions

If physical intervention is required, this will be recorded on the school’s Physical Intervention Book by the involved staff member. Parents will be contacted by the class teacher or senior lead and a meeting will be arranged. A school’s behaviour policy should be the plan for the majority of children. All staff foster good relationships with the children in school and as such, will adapt responses in situations where necessary. In addition some children may require an individual Behaviour Plan to formalise strategies that differentiate from policy.

Section 6: Recording, reporting and communication

Staff would record information on Pupil Asset when

- An unsociable behaviour is repetitive
- A persistent difficult anti-social behaviour is seen
- A dangerous anti-social behaviour is seen
- An unforeseen behaviour is seen (physical intervention book if necessary)

The staff member who sees the behaviour and supports with the incident must record on Pupil Asset using factual language. This must then be read by the Headteacher.

Parents would be contacted when:

- An unsociable behaviour is repetitive
- A persistent difficult anti-social behaviour is seen
- A dangerous anti-social behaviour is seen

If necessary, a safeguarding record will be made and passed to the Designated Safeguarding Lead.

Section 7: School suspensions and permanent exclusions

The school follows national guidelines, policies and procedures when the regrettable decision to exclude a child is made. These are outlined in the document below:

<https://www.gov.uk/government/publications/school-exclusion>