

St. Mark's C. E. Primary School



Behaviour Curriculum

Review Date: Autumn 26

Next Review: Autumn 27

St Mark's Church of England Primary School Staplefield



Together	in God's love	we will shine.
• We will provide a secure and happy learning environment where everyone is valued • In partnership with the home, the Church and our local community, we will foster a lifelong love of learning • We will become thoughtful, responsible citizens in the Global community	• We believe that every child is an individual with equal rights to our care, time and attention • We nurture and support each other on our journey of discovery, knowledge and faith • We will create an environment in which everyone learns that he/she is made in the image of God	• We will develop joyous learners with high self-esteem • We will encourage a natural curiosity and excitement for learning • Through creative, challenging and personalised teaching and learning, each child will achieve.

This policy is a work in progress and will be adapted and reviewed across the 2024 – 2025 academic year on feedback from all stakeholders. It is informed following the government legislative reports such as; *Behaviour in Schools (DfE, February 2024)* and *Mental Health and Behaviour in Schools (DfE, November 2018)*. We are following the Therapeutic thinking and Behaviour Principles approach and will be working with our Vision in Action Council, parent steering group, governors and staff to trial and adapt our practice to suit the St. Mark's community.

The behaviour curriculum applies to:

- All children at St. Mark's School, and their parents and carers
- Staff including the head teacher, teachers and support staff
- The Governing body
- All visitors

Policies to be read alongside this policy:

- Equality and Diversity Policy
- RHSE policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy

Other Legislation to be read in conjunction with this policy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Responsibilities:

Governing body has the responsibility to ensure that the school has a behaviour policy in place, that is monitored for its effectiveness;

The Headteacher has the responsibility to ensure that a behaviour policy is in place, regularly reviewed and that all staff, pupils and parents are made aware of the policy;

Staff are responsible to ensure that the policy is applied fairly and consistently;

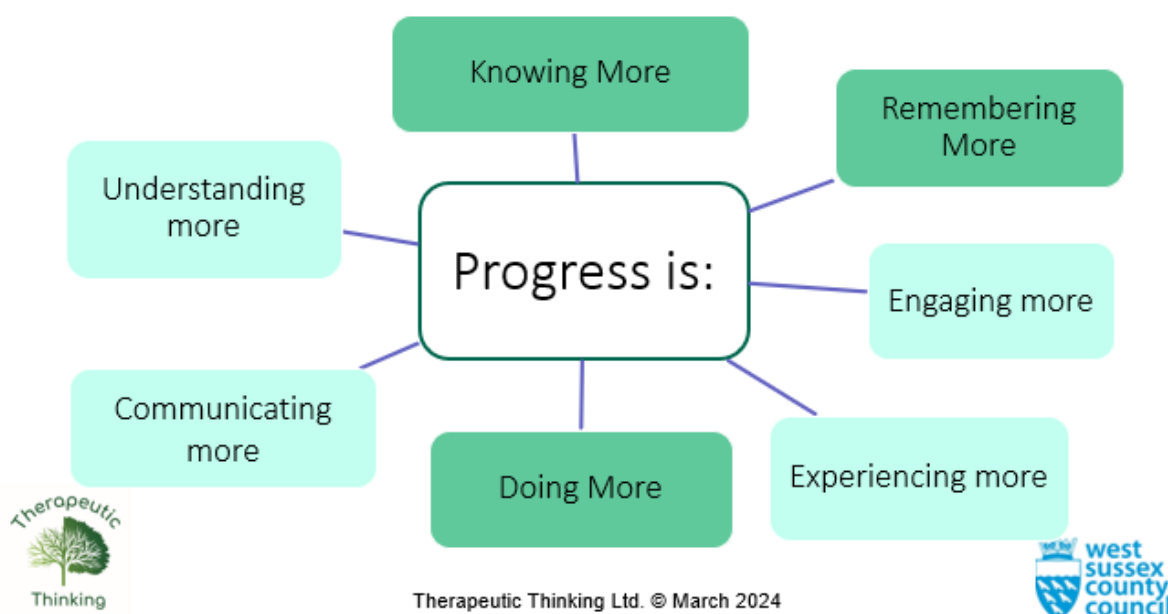
Children are responsible to take notice of the school's three principles, 'to take care of yourself, to look after each other and to take care of the place that you are in', and to apply these in their day-to-day behaviour in school and to engage with staff and other children in reflective discussion regarding behaviour, when required.

Parents have responsibility to support the staff in working with their children to develop their understanding of the principles of the behaviour policy and to affirm the approaches towards managing and promoting positive behaviour outlined in the behaviour policy.

Our Rationale

At St Mark's Primary School, we recognise that there is an inseparable link between teaching and learning and behaviour. We adopt a Therapeutic Thinking approach in which we view all behaviour as communication. To help children and young people succeed we believe that we, as educators, must *teach* rather than *tell*. As a result, our Behaviour Curriculum goes beyond the behaviour policy; it identifies the behaviour and skills we expect each child to master at each age and stage.

We recognise that curriculum means teaching, and teaching means progress. Within a planned curriculum, we aim to meet all the expectations which come with it, we intend for there to be taught learning and, as a result, measurable progress.



A universal behaviour curriculum is the methodology and activities we use to teach children to value and demonstrate our school values and to understand, engage and avoid difficult or dangerous behaviours.

A targeted behaviour curriculum is the additional methodology and activities we use to teach children to value and demonstrate our school values, and to understand, engage and avoid difficult or dangerous behaviours. The targeted approach is used when we need to *close the gap*.

Our aim

To develop a behaviour curriculum stating:

- each valued behaviour,
- the learning objectives of each valued behaviour

Leading to:

- embedding teaching and learning opportunities within our curriculum and wider school practice to develop valued behaviours
- Methodology for measuring and recording progress

Where there are identified gaps, planned interventions will be used to close these gaps.

Our Behaviour Principles

Expectations for children's behaviour at St. Mark's CE Primary School are framed within the school's ethos and values, which recognises the value and importance of positive and healthy relationships. High-quality relationships, between all members of our community, are fundamental to the ethos and practice of St. Mark's. The focus of all our relationships should reflect the core values of love, respect, perseverance, honesty, kindness and understanding; the right of everyone to have their views listened to, respected and valued.

The school promotes three fundamental principles on which our behaviour policy is based:

1. Look after yourself
2. Look after others
3. Look after the place you are in

Underpinned within these three fundamental principles are our school statements that help guide our policies and practices related to teaching and managing social and emotional behaviour:

• A commitment to a positive and respectful culture at St Mark's	We implement a whole school approach focused on positive emotional wellbeing and behaviour culture. This is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.
• Behaviour is a form of communication	Approaches to behaviour at St Mark's are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour. We have adopted this change in term and use this when describing children's social and emotional behaviours and mental health and emotional wellbeing needs.
• Not all behaviours are a choice	Our children with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.
• Behaviours can change	Expectations of children's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected.
• Clear boundaries are paired with an individualised graduated response where needed	A nurturing and structured environment is used to keep our children safe. A clear well-communicated behaviour policy is used to set standards and create consistency throughout our school. The policy enables reasonable adjustments where differentiation from the policy is essential to meet a child's needs including educational, mental health and other needs or vulnerabilities. These are known as Therapeutic Plans and are reviewed on a termly basis.

Children may develop academically and emotionally at different rates	It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. A child achieving well academically may well still require differentiated planning.
Children and young people are supported to develop internal discipline/self-regulation and resilience.	A variety of feedback, reward, or consequence systems are used to develop our children as resilient independent learners with positive emotional wellbeing and behaviour. See further details below.
A commitment to equality and equity	Each child receives resources appropriately adapted to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children may need additional support to increase positive emotional wellbeing and support behaviour. This is outlined on individual Therapeutic Plans.
A commitment to exclusion reduction	Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.
Engagement of families, outside agencies and the wider community is sought when planning support for children	There is proactive engagement with families, outside agencies and the wider community to promote consistent support for our children. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective and their insights are of value in informing planning and decision-making.

Our shared language and definitions

Within Therapeutic Thinking we describe:

- Behaviours as valued and detrimental.
- Feelings as helpful and unhelpful.
- Experiences as positive and negative.

At St Mark's we categorise behaviour into three areas; valued, difficult and dangerous. This shared language is used throughout the school to ensure our approach towards behaviour is consistent.

A positive behaviour approach

We believe that an effective behaviour policy is one that encourages children to both take care of themselves and others, building confidence and self-esteem and a respect for each other and their environment. Consequently, good discipline arises from good relationships and a shared understanding and respect for each other's rights; this will develop with the setting of expectations of good behaviour and the modelling of this by staff.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Our definitions

Valued behaviour:

- Creates helpful feelings in self and others.
- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society

Difficult behaviour:

- Behaviour that is anti-social, but not dangerous.

Dangerous behaviour:

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Promoting Valued behaviour

At St. Mark's we reinforce valued behaviours through helping our children feel good about themselves, raising their self-esteem and developing self-discipline.

- All members of the school community are committed to the school's behaviour principles
- Adults use every opportunity to acknowledge and praise success and positive behaviour;
- Children are encouraged to acknowledge and praise each other's successes;

Relationships between children and adults are based on a strong ethos of respect and communication. Mutual respect is maintained through active listening and encouraging children to express their feelings both to adults and to each other. Teachers model respect and co-operation by showing respect for the children and other adults and by a caring and friendly attitude.

Implementing the behaviour curriculum:

Children at St. Mark's are given frequent opportunities to make choices in many aspects of school life within a framework of school policy. We recognise that children and young people need to solve unknown and unfamiliar problems, interact with those whose lives are different than their own, or use self-management and self-regulation strategies to achieve their goals.

What we know about learning:

- We recognise the need to help navigate barriers to learning so that progress can be made (the barriers may be different for each individual)
- The challenges to learning can look and feel different, in different places at different times.
- Learning is not linear, no one learns in straight lines.
- Learning can be planned and shaped to meet the needs of individuals.
- Then we must consider how we recognise progress.
- Learning is an ongoing process that takes place throughout our lives and isn't confined to the classroom. Each child will learn through different processes and at a different pace. It can happen in a wide variety of ways and in different places and at different times.

Our Project Curriculum

Class projects focus on key questions that evoke deeper thinking and understanding of the world; including how our behaviours impact this. Children have opportunities to explore behaviours of significant individuals and communities, whilst promoting emotional literacy; a key component of our behaviour curriculum. Deep thinking occurs when thinking moves from a general understanding of content and concepts to the application, extension, and creation of new ideas. Our curriculum addresses deep thinking by including performance assessments like project-based learning and place-based learning. These involve individual and group work, and provide opportunities for feedback and revision. Our children are modelled different types of thinking as they progress through these tasks. They refine their knowledge as they plan and apply. As they go through this process, our children benefit from lessons that target specific types of thinking, for example; when answering one of project inquiry questions; 'Is it ever ok to break the rules?'

RSHE

Children primarily learn relationships and about relationships through living them, however relationship issues should also be made explicit when appropriate and especially as children develop. Regular RSHE sessions, drama, social stories and role play are important tools to learn these values. Staff use the RSHE curriculum to teach behaviour in context and help children learn how display valued behaviour that will equip them for the future.

Civic Engagement

Civic engagement is active participation as a local, national, or global community member. When children and young people engage in their community, they develop human and social capital helpful to achieving their goals. They are more likely to participate in their community as adults. Throughout

the delivery of a broad curriculum, our children get the opportunity to discuss the complexity of a class, school, community, national or global issue. Our Vision In Action Council play a crucial role in promoting our behaviour curriculum. They help support the school tackle challenging local, national and global issues such as social injustice and help lead the school in becoming courageous advocates. They also help lead collective worship and help their class to devise their own list of valued behaviours that are displayed and referenced to in class.

Collective Worship

Our collective worship are planned on a termly basis with a focus on exploring Christian values and valued behaviours, whilst deepening our Christian faith. Within collective worship, children explore bible stories and topical news reports which provide opportunities for the explicit teaching of valued behaviours. Children learn through the teachings of Jesus, and recognise the importance of living their lives through the values and vision celebrated in our school.

Emotional Literacy

Definitions:

Emotional vocabulary: the language necessary to describe your own feelings and to understand the feelings of others.

Emotional literacy (Essential for empathy & self-regulation): the ability to read or recognise your own emotions and feelings and to read or recognise the emotions and feelings of others. The ability to understand and predict the impact of these feelings on actions and behaviours.

Emotional agency (Essential for resilience): the ability to predict how you will feel as a result of experiences in the future.

At St Mark's, we recognise that with sufficient emotional vocabulary, you can describe and quantify your feelings and the feelings of others. With sufficient emotional literacy, you can consciously engage with your feelings (self-regulation) and the feelings of others (empathy). Emotional literacy involves recognition of your own feelings and knowing how to engage with them and the ability to stay calm when you feel angry or to reassure yourself when in doubt. It includes empathy, i.e. having sensitivity to the feelings of others and includes being able to recognise and adapt to the feelings of other people. Our behaviour curriculum teaches the skills and strategies for understanding and managing feelings or self-regulation, appreciating and developing relationships and empathy with others, and making responsible decisions. These competencies are woven throughout our curriculum, where units of study are organised around essential questions and big ideas that examine the emotional competencies.

Through our graduated approach to Emotional Literacy, we aim to:

- Develop emotional resilience and positive mental health
- Develop responsibility
- Build confidence and self-esteem
- Develop the understanding of the importance of healthy relationships
- Develop the understanding of what bullying is and how to stop it
- Develop an understanding of how to stay safe
- Develop skills in self-management

A graduated approach to Emotional Literacy at St Mark's

WAVE ONE (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in Quality First Teaching	WAVE TWO (in addition to universal provision) Targeted intervention and support for <u>SOME</u> learners	WAVE THREE (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
<u>Classroom routines:</u> • Zones of Regulation embedded from Years 1 - 6 to develop emotional literacy (Reception access the Colour Monster resources). Children access ZOR display in each class and place their name on the Zone they feel reflect their feelings when they arrive at school. Children move their name throughout the day to communicate and express their emotions. • Children given allocated time in the day to share their feelings and emotions with a partner / to the class. Adults model emotion coaching and children discuss strategies to manage trickier emotions and practice self-regulation strategies. • Wellbeing Champions (appointed and trained in Year 5 / 6) complete 'emotional check-ins' by visiting each ZOR display in classes making a note of children who may require a face to face check-in during playtimes. Wellbeing Champions run daily mindfulness activities for children at playtimes to further promote emotional literacy and vocabulary. • Classes develop emotional vocabulary through Mrs Wordsmith 'The Book of Big Feelings'. Adults model the use of these words and encourage children to use them when expressing their own feelings and emotions. • Our broad and balanced curriculum provides daily opportunities to develop emotional literacy and vocabulary with curriculum areas such as RSHE, Humanities and Collective Worship targeting key areas. 	• Children's mental health and emotional wellbeing discussed at weekly staff and support staff meetings. Concerns raised with Mental Health Lead and a plan of targeted intervention is put in place; 1. Observations raised with parents / carers and consent given to begin targeted interventions. 2. Additional check-ins from adults provided in class for lower-level concerns. Reviewed on weekly basis and progress fed back to parents / carers. 3. Child referred to Thought-Full for low-intensity cognitive behaviour therapy following parent / carer consent. Child receives a course of 10 x sessions with a mental health practitioner in school. Reviewed at the end of the course of sessions with Mental Health Lead and strategies shared and implemented. 4. Progress monitored in termly Pupil Progress review with Mental Health Lead and Senior Mental Health lead, following feedback from adults in class and parents / carers.	• SENCO sought for further advice regarding social and emotional mental health of child. Parent / carer meetings arranged to agree on next steps. • Learning Mentor support offered to child and progress monitored and reviewed on a termly basis. • Specialist support sought via Children's Mental Health Liaison (CMHL) service or via a Single Point of Access referral. • Child monitored on SEND and Inclusion Register and Individual Learning Plan drafted if required.

Assess, Plan, Do, Review

At St Mark's, we recognise the need to be able to base line children's behaviour and then identify progress or regression. With clear thresholds (severity) and accurate recording of frequency, progress can be evidenced in reduced severity, reduced frequency, or a reduction in both. Review of children's progress can be triggered by evidenced by increased severity, increased frequency, or an increase in both. When progress stalls or we evidence regression, we can identify the gap and consider the targeted elements of a behaviour curriculum.

Behaviour is monitored on Bromcom where staff review patterns of behaviour and children's needs both individually and within groups. Monitoring information is also used by the school leadership to review and analyse patterns of behaviour, children's needs and the effectiveness of our work to support children's learning to develop behaviour.

Targeted Behaviour Curriculum

Following the delivery of our universal curriculum, gaps are identified and supported with a targeted curriculum to close the gap. For children who are making slow or limited progress, the school – in partnership with parents / carers, may decide to complete a Therapeutic Plan, personalised to the child's individual needs and capabilities. This enables us to further monitor progress through measurable outcomes. See below for further details on Therapeutic Plans in our behaviour policy.

Our behaviour policy

A focus on individual and holistic relationships in a relatively small school community supports "child centred education". This means providing an environment and experiences which are relevant to an individual's needs at a particular time within a group context. For example, one child may at some time need a clear teacher directed approach, whilst at the same time, another child in the same class, may require maximum opportunities for self-direction. The same consideration should be given to the developmental needs of the group as a whole.

Opportunities are provided for children to learn about freedom and boundaries together with clearly understood rights and responsibilities. A range of strategies and approaches are provided to support this. Giving 'too much' freedom to children who are unable to cope with it may not be liberating but rather cause insecurity. In such cases there should be on-going efforts to find ways of constructively increasing freedom and choice when appropriate.

Opportunities should be provided for children to work and play together, including across the whole school age range when appropriate. Children should be encouraged to view others respectfully and to explore the values of others and make thoughtful responses to others.

Children should have opportunities to discuss all aspects of their school life through everyday discussions, class meetings and Vision in Action council meetings. Increasing opportunities for this occur as children get older as they learn to discuss issues and negotiate skilfully. Children's opinions and voices are valued at St. Mark's.

We want to promote intrinsic motivation for valued behaviours but understand that being recognised for valued behaviour or hard work is also important. To celebrate when children have 'gone above and beyond' we will give them a praise postcard with a brief description of what they have done. This gives the children the opportunity to share this with peers and family at home if they wish but they are also welcome to keep it private if they prefer. All staff can give out these praise postcards which allows the whole school community to be involved in celebrating children's achievements.

We also celebrate valued behaviours through our school's Recognition Wall. This is an allocated display in the corridor where everyone, including parents, governors, visitors, adults and children, can write down when they have seen a valued behaviour in the week. In keeping with our therapeutic approach which recognises that not all children like public praise, no names will be displayed on the wall however, the person writing the valued behaviour will seek out an opportunity to give private, face-to-face praise where possible. These valued behaviours are then celebrated during our Thursday collective worship.

Each class will have their own class reward (e.g. marbles in a jar) which they decide on their target and when the class are showing valued behaviours, they will earn towards a collective reward.

The adults within our school exercise the following strategies to promote valued behaviour and positive attitudes:

- Be a positive role model by modelling the behaviours you are expecting – being warm and welcoming/positive in gestures and body language
- Ensure all pupils are actively listening when speaking to the class – wait until all are listening, using routine strategies to approach this, (a quieter voice encourages better listening). You may make adjustments for some.
- Be clear about your learning objectives and keep your lessons pacy

- Use non-verbal signals and gestures wherever possible to gain attention, praising good role-models
- Be fair and consistent
- Give private praise that is specific
- Encourage children to be responsible for their own behaviour
- Form good relationships with parents and carers so that children can see that the key adults in their lives share a common aim

Examples of valued behaviours	Example of adult Response to behaviour
Behaviours that benefit self • Be the best that you can be • Good listening • Managing & looking after their own resources –bag, water bottle, pencil case • Being ready to learn • Being able to self-regulate – or ask for help when they need it.	• Private praise that is specific • Praise Postcard • Saying thank you • Recognition Wall
Behaviours that benefit another child • Helping another child • Sharing resources • Good listening • Being a good role-model • Being polite and using good manners • Inspiring & engaging others with interests in learning • Teaching another child a skill • Inviting another child to play • Looking after others' belongings	• All the above • Adjust provision to facilitate learning
Behaviours that would benefit the class • Good listening, putting hands up • Choose it, use it, put it away – looking after resources • Contributing to class discussions • Turn-taking • Respecting personal space • Being able to self-regulate	• Praise for all class • Adjusting provision to facilitate prosocial behaviours • Modelling using the emotion corner/area • Circle times to promote/teach prosocial behaviour
Behaviours that benefit the school • Respecting property • Looking after school grounds • Being able to self-regulate • Being an ambassador for the school • Confidence to have a voice and express an opinion/idea • Working hard to move forward with learning • Having a positive attitude towards school and learning	• Private praise that is specific • Praise Postcard • Saying thank you • Recognition Wall
Behaviours that benefit the community • Respecting the environment	• Sharing success in the newsletter • Private praise that is specific

• Growing into being a good citizen – celebrating diversity, respecting different viewpoints and beliefs. • Helping others – supporting charities • Being aspirational	• Praise Postcard • Saying thank you • Recognition Wall
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Difficult behaviour

At St. Mark's CE Primary School, difficult behaviour is defined as where children are unwilling or unable to behave socially in the company of others, but not to the detriment of themselves or others. Difficult behaviour should be acknowledged in terms of context (e.g. D continually shouting out is difficult within a group teaching activity). This could include:

Examples of Difficult Behaviour	Responses to behaviour
• Isolated play in the classroom or playground • Refusal to join in with an activity either in the classroom or outside on the playground • Refusal to join in with PE, music, drama sessions • Not participating in discussions or with a talk partner. • Not engaging/non-compliance with learning activities • Reluctance to enter the classroom in the mornings at dropping off time • Selective Mutism	• Encourage participation, verbal & nonverbal praise, personalise play to include child's interests. Allocate a chosen friend to play with. Interventions to support social communication • Encourage participation, organise play to include child's interests. Offer help to understand activity. Allocate a chosen friend to play with. Interventions to boost self-esteem/confidence • Sneaky peek of the lesson before it starts. Child to help set up for the lesson. Modelling of activities/skill • Pair with a chosen friend. Place in a group of 3 • Adapt activities based on interests, support with modelling. Having achievable goals. Reminding them it's ok to make mistakes. Regular check-ins with child to build confidence/give reassurance. Using a visual timetable. Consider the timings of a task. • Give child space/time to get into class. Give them a responsibility/job to do each morning. Adult to meet & greet. Praising behaviour when pro-social • Time & patience. Conversations with parents to ascertain interests. Use sliding in techniques. Private praise

Dangerous behaviour

Behaviour that causes harm to an individual, a group, to the community or to the environment might include:

- Behaviours that inhibit the wellbeing of others, including their learning
- Physical or non-physical violence
- The use of oppressive language or behaviours
- Injury or hurt
- Exclusion, isolation, or ostracising of a community member
- The refusal to follow reasonable instruction or guidance from adults

Responding to dangerous behaviour

Children are encouraged to work out solutions to conflict between themselves using the skills that are explicitly taught and that they have modelled for them. The next point of contact, if they are unable to resolve a conflict, is another child or an adult who can support them to resolve the conflict respectfully. Most issues will be dealt with on an individual basis rather than being escalated.

We aim to equip children at St. Mark's with the skills and tools to hold themselves and others accountable for harm. We recognise that this is a learning journey, and therefore that our response should be modelled depending on the understanding and skill set of the children involved. We would like for all children to be able to solve problems eventually without the need for adult support.

Dangerous behaviour: Behaviour which is antisocial and will predictably result in imminent injury or harm. 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, such as racist abuse. The behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes e.g. 3 children required first aid for minor bruising as a result of J's kicking, (except for a first instance that was not predicted).

Staff will implement protective and educational consequences following dangerous behaviour:

Protective consequences: Removal of a freedom to manage harm e.g. staying in at lunchtime to keep others safe.

Educational consequences: The learning, rehearsing or teaching so the freedom can be returned e.g. staying in at lunchtime with a teacher and small group to learn how to take turns.

We will follow a 5-step plan where we see dangerous behaviour:

Step 1 – Gentle reminder. The child is reminded of the expected behaviour by an adult using positive phrasing e.g. please sit on the carpet or walk in the corridor

Step 2 – Reminder in private. The child is taken aside to discuss and then returns safe, happy and ready to learn

Step 3 – Cool off period/adult support. The child is given an opportunity to cool off (see below).

Step 4 – Restorative debrief. The child is given an opportunity to reflect and identify feelings and consider next steps (see below). A protective or educational consequence will be agreed if required.

Step 5 – Conversation with parents/carers. Classroom staff will discuss incidents that involves a restorative debrief ideally on the same day by either speaking to them at the end of the day, telephone or email if unavailable for verbal conversation.

Where the above isn't working for individual children. Staff, parents/carers, and the child will discuss the need for a Therapeutic plan (see below).

Cool off period/adult support

In the midst or immediate aftermath, if a pupil needs time to calm down or process, they can either self-remove to a quiet space, or a member of staff can suggest a cool-off period and accompany them to a quiet space. If a member of staff accompanies that child, their role is to actively listen or simply sit with them until they are more in control. The process of conflict resolution will then be supported by the member of staff and other staff who are able to manage this process effectively.

Restorative debrief

A restorative debrief may not happen straight away but when the pupil has regulated from the incident. This could mean it happens later in the day or even the next day if needed. The purpose of a restorative debrief is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident the student's behaviour may be influenced by anger, frustration, disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective.

Staff ensure they act 'curious' by:

- Tuning in to how the pupil communicates their feelings, wants and needs.
- Exploring the context. What situations, relationships and dynamics lead to a reaction?
- Exploring and making sense of what you see. What is the function of the behaviour?
- Noticing how changes however subtle in behaviour communicates feelings or needs.
- Looking for ways to engage in the positive.

Process of a restorative de-brief

The conversation is guided loosely by these restorative questions:

- What happened?
- What were your thoughts and feelings at the time?
- What have your thoughts and feelings been since?
- Who was affected?
- How were they affected?
- What is needed in order to make things right?
- How can we make sure this doesn't happen again?

This could be 1:1 with a pupil or with small groups of pupils who were affected by the incident as appropriate. Each person will have the chance to speak without interruption. In cases where it is clear who caused the harm, those who caused the harm go first. The role of the adult(s) is to remain impartial and non-judgmental, respecting the perspective of all involved, listening actively and empathetically and empowering participants to come up with solutions rather than suggesting or imposing ideas. The adult(s) may use careful questioning to support this process.

Therapeutic Thinking Toolkit

Staff will follow the Behaviour Management Flow Chart (see appendix 2) to manage the risks of difficult or dangerous behaviour. If dangerous behaviours are regularly repeated by a child, a Risk Reduction Plan, using the Therapeutic Thinking Toolkit (see appendix 3), may be put in place to support staff in managing risks and support the child in changing their behaviour. This will advise staff

on how to predict and prevent behaviours, use appropriate strategies to calm and regulate the child, helping them to recognise better prosocial ways to deal with uncomfortable situations.

Examples of Dangerous behaviour	Responses to behaviour
Behaviour that has a detrimental impact to themselves: • Screaming/shouting • Self-harm • Ripping up work • Hiding under tables • Not keeping themselves safe – e.g. climbing on furniture	• Using positive phrasing to de-escalate • Purposeful ignoring. If behaviour continues adult to remind child of expectations for prosocial behaviour – refer to zones of regulation – restorative de-brief after incident. If behaviour continues, use social story to promote pro-social behaviours. Use circle time to promote pro-social behaviours. Consequences to be meaningful to incident. Adjust provision for protective consequences.
Behaviour that has a detrimental impact to another child/adult: • Invading another child’s personal space • Verbal abuse to another child/adult, including shouting and screaming • Defacing another child’s work • Physically harming another child/adult • Leaving a child out	• Private discussion with child about personal space – ‘An arm’s length away is a good place to stay’ • Discussion with child to diffuse situation, refer to Zones of regulation – restorative de-brief after incident. If behaviour continues, use social story to promote pro-social behaviours. Use circle time to promote pro-social behaviours. Consequences to be meaningful to incident. Adjust provision for protective consequences.
Behaviour that has a detrimental impact on the class: • Disrupting learning by shouting and calling out during whole-class sessions • Walking through the carpet, treading on children • Disrupting learning by damaging furniture or resources	• Purposeful ignoring. If behaviour continues adult to intervene using visual cues or non-verbal cues to encourage prosocial behaviour. If behaviour continues, an adult will intervene and have a private conversation with child. • Consider position the child sits in, on the carpet. Give them a responsibility/purpose whilst on the carpet. • Adult to intervene and de-escalate situation. Consider safety of others (Do you need to evacuate classroom or remove child?). Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them calm down. Offer opportunity to put things back and tidy resources/furniture.

• Defacing/ripping displays/work • Playing roughly with children on the playground • Inciting others to behave in an antisocial way • Physically hurting/harming a group of children	• Adult to intervene and de-escalate situation. Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them calm down. Child to help repair display/work. • Adult to intervene and de-escalate situation. Offer opportunity to talk through what's happened – use comic strip conversation. Social story in place to change behaviour to pro-social. Adult to support/remind child of pro-social behaviour and regular check-ins with social story.
Behaviour that has a detrimental impact on the school: • Running off – leaving the classroom and running through communal areas • Difficult behaviour in assembly that disrupts • Misuse of group rooms – damaging property	• Use de-escalation/ distraction strategies to engage child. Private discussion with child to understand why they ran off. When ready to return them to class. Whole-class discussions on safety. Social story to promote prosocial ways to express themselves. • Additional adults to support identified children in assembly. Private discussion to ascertain what they find difficult in assembly. Consider if they can sit just outside to watch or work in classroom if needed • De-escalation strategies to calm child. Use 'I wonder if...' statements. Comic strip conversations when in de-brief with child. Consequences to repair damage/replace furniture & resources. Opportunity for child to say sorry in a way that is appropriate for them. Include child in setting up areas to encourage respect for them.
Behaviour that has a detrimental impact on the community: • Being rude to passers-by • Road safety on a trip (running off) • Damaging the environment	• Preparation for trips – social stories to promote pro-social behaviour • Privately speak to child about comments made • Risk assessments in place. Parents invited to join trip. Reduced time on trip (parent dropping child off/collecting from venue). Higher ratio of adults – careful deployment of staff. • Using resources from the library to promote pro-social behaviour towards the environment.

• Endangering self/others	• Risk assessment in place. Parents invited to join trip. Higher ratio of adults – careful deployment of staff. De-escalate behaviour as safely as possible. Call to school to inform Headteacher. Child maybe collected from trip by school staff and returned to school.
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Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by the policy, never previously experienced or so historic we believed they would not re-occur.

- Staff will consider the safety of the child and danger to others, and make a dynamic risk assessment of the situation. The safety of everyone is paramount.
- This may include alerting others, such as school staff or emergency services to help with risk management.
- It may result in referring to the Emergency Plan or the Use of Reasonable Force policy
- Initially, accountability lies with the member of staff dealing with the situation.
- However, depending on the severity of the situation, accountability will move through the hierarchy of class teacher, SLT, Headteacher, Governors.
- Staff will record behaviour on the School BROMCOM system.
- A de-brief will be held and consideration will be given to whether the policy needs to be reviewed and amended in light of the behaviour.

Perceived or suspected bullying

St Mark's School believes that all its pupils and staff have the right to learn and work in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of people with the potential for bullying behaviour. A well-disciplined and organised school can minimise the occurrence of bullying. St Mark's School has a clear policy on the promotion of good behaviour, where it is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

Bullying can be defined as behaviour by a group or individual that intentionally hurts another individual or group, either physically or emotionally. It can be an unresolved single frightening incident or a series of such incidents. It often reflects an imbalance of power between the perpetrator(s) and victim(s) making it difficult for victims to defend themselves against bullying. We recognise that bullying can occur both in person and online (e.g. cyberbullying), it can also include prejudice-based and discriminatory bullying. For clarity, St. Mark's CE Primary School defines bullying as behaviour by an individual or group that:

- Is repeated over time
- Is intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

We believe that bullying in any form is unacceptable. Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn

in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the school.

All cases of suspected bullying must be reported and logged on BROMCOM and dealt with in accordance with the school's Anti-Bullying Policy. Interventions at this level are dealt with by the class teacher, with support from the Headteacher or Assistant Head. Where incidents of perceived bullying occur, the parents/carer of the child will be informed.

We tell children :

- They do not deserve to be bullied, and that it is **WRONG!**
- To be proud of who they are. It is good to be individual.
- To try not to show that they are upset. It is hard but a bully thrives on someone's fear.
- To stay with a group of friends/people. There is safety in numbers.
- To be assertive – shout 'NO!' Walk confidently away. Go straight to a teacher or member of staff.

To find an adult in school that they are happy to talk to. A child will be given immediate support. What the adult will do:

1. Listen to a child carefully to find out what happened Ask the child how he/she might help and resolve the problem together
2. Follow up within a week of the reported incident and regularly thereafter.

We tell children

- 'If you see or hear someone being bullied, tell an adult immediately. Teachers have ways of dealing with the bully without getting you into trouble.
- Watching and doing nothing can look as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Do not be, or pretend to be, friends with a bully.

We suggest to parents that they:

- Look for unusual behaviour in their child. For example, they may suddenly not want to attend school, feel ill regularly or not complete work to their normal standard.
- Always take an active role in their child's education. Talk to their child about their day at school.
- If they feel their child may be a victim of bullying behaviour, they should inform the School **IMMEDIATELY**. Their concerns will be taken seriously and appropriate action will follow.
- It is important that they advise their child not to fight back but to talk to an adult at school.
- Tell their child that they do not deserve to be bullied and that bullying is wrong.
- Make sure their child is fully aware of the school Anti-bullying Policy, and that they must not be afraid to ask for help.

As a School:

- We will take every alleged incident of bullying seriously.
- We will speak in confidence to the child who believes they are being deliberately hurt or made unhappy by bullying.
- We will speak in confidence to any other children who could help establish what happened.
- We will act in accordance with our Behaviour Policy:

Children with Additional or Special Educational Needs

Challenging behaviour / behaviours that challenges:

Children and adults with learning disabilities may display behaviour that poses a challenge to others and/or puts their safety or the safety of others at risk.

Challenging behaviours can include:

- Aggression (e.g. hitting)
- Self-Injury (e.g. head banging)
- Destruction (e.g. throwing)
- Pica behaviour (eating inedible objects)
- Sexually inappropriate behaviour (such as undressing or masturbating in public areas)

Some children have additional or special educational needs that will cause them to behave in certain ways or to respond to other children or adults in ways which may not always be immediately understood.

Where children have been identified with additional or special educational needs staff members will take this into consideration and explore with the child and their parents to better understand how the child may be supported, and how other children may be helped to build positive relationships with the child.

Guidance on Positive Handling/Reasonable Force

This guidance is set within the framework of our Behaviour and Relationships Policy

- Positive Handling is only used as a last resort underpinned by sound risk assessments
- Only in the event of clearly defined protocols to bring control to a situation, or imminent danger to persons, should positive handling be considered.
- Positive handling techniques must be followed by trained staff unless in an emergency (where non-trained staff may need to intervene to prevent serious harm).

Responsibilities of staff

- In all cases where it is necessary for adults to remove children from a potentially dangerous situation through positive handling techniques, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. Children must be given the opportunity to remove themselves without intervention and then a clear reminder given by 1 adult.
- The adults concerned in the physical act of removing a child to a place of safety also owe themselves a duty of care to ensure that they are not placed in a position of harm by their actions. It is also important that staff have a witness to the techniques used.

- Staff who are involved in Positive Handling must record the incident on BROMCOM and report to the Head Teacher.
- Other staff will not 'interfere' by talking to the child or the adults involved. Please check that staff are happy to continue by non-verbal communication. The lead adult will have the responsibility for asking for assistance if they need it.
- After using positive handling techniques staff may need a few minutes to sit down in a calm environment.
- To minimise repeated occurrences a Risk Assessment and Therapeutic Plan will be created for individual children to minimise frequency
- Parent/carers will be informed.

Definition of restraint (Positive Handling)

The definition of restraint is the positive application of force with the intention of overpowering the child. The use of restraint requires skill, judgement and knowledge of non-harmful methods of control. Reasonable force would include those methods taught and practised in positive handling training. This is always the last method used and only if there is a safety issue.

The appropriate legislation, guidance and training will always be followed.

Fixed-term and Permanent Exclusions:

At St. Mark's, we do not wish to exclude any child and it will always be a last resort after exploring other options. Sometimes this may be necessary to safeguard the individual child and/or other children.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a pupil, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents/carers how to make any such appeal. The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider exclusion, the panel consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

After a suspension, parents/carers, the child and relevant staff will hold a reintegration meeting to discuss the ways forward and any Therapeutic plans and risk assessments will be updated and shared with parents/carers.

Under Section 89 of the Education and Inspections Act 2006 the school also has the power to discipline beyond the schoolgate.

Behaviour monitoring, recording and reporting

Staff will monitor behaviour on Bromcom. This will be used by classroom staff to review patterns of behaviour and children's needs both individually and within groups. Monitoring information will also be used by the school leadership to review and analyse patterns of behaviour, children's needs and the effectiveness of our work to support children's learning to develop behaviour.

Staff review and address specific concerns regarding behaviour where relevant in staff and support staff meetings. At times, staff may help write a Therapeutic Plan to help identify and specify how we will help a child to develop prosocial behaviour. See further details on Therapeutic Plans below.

Serious issues should immediately be reported to the Senior Leadership Team (SLT) which includes Headteacher, Assistant headteacher and SENCO. Behaviours which should be alerted to the SLT might include, physical violence or threatening behaviour, bullying, swearing to cause offence, gender-based, racist, sexist or homophobic remarks.

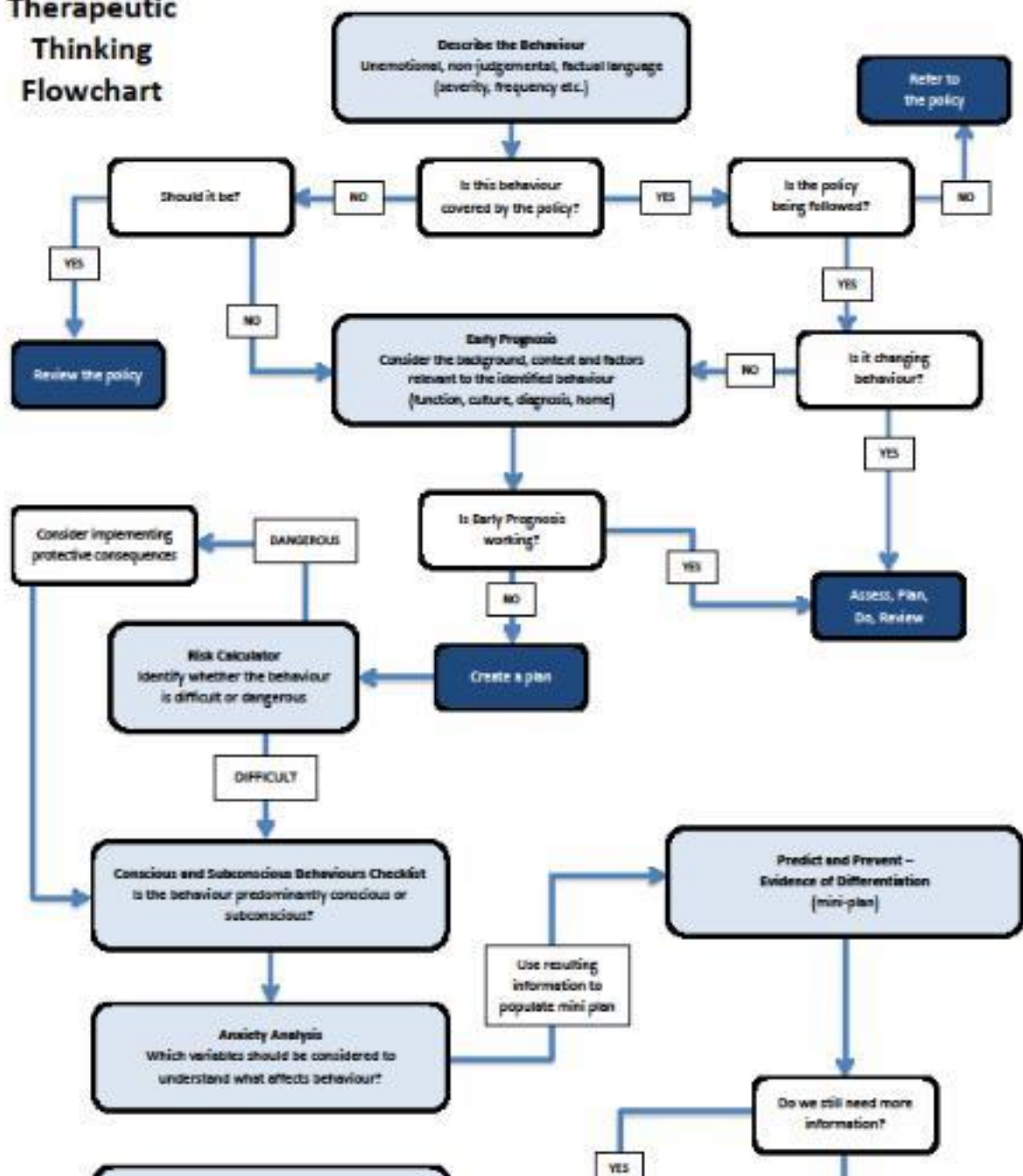
Communication with Parents

Communication with parents is vital in helping us build trust and understanding with families in supporting children with their behaviour and attitudes. We ask that parents support the school in the implementation of this policy and make their children aware of appropriate behaviour in all situations, encouraging independence and self-discipline. Working closely with parents helps us understand the children better, so that we can put consistent strategies in place, which support the child to make modifications to being more pro-social.

- Any antisocial behaviour that has been logged on BROMCOM will be communicated with parents.
- Communication to home will be by the class teacher or TA/LSA (if deemed by class teacher to be more appropriate).
- If behaviour is persistent or dangerous a member of the Senior Leadership team may communicate
- Communication can be made by telephone or face-to-face at the end of the school day, appropriate to the nature of the incident being reported and the relationship with the family. This allows an opportunity for parents to ask questions.
- If necessary, emails or communication books can be used to record behaviour if the parent agrees and it supports the child in a positive therapeutic way.
- Careful consideration will be given to how the incident is described, what consequences have been put in place and what follow-up will be put in place.
- These discussions will be logged on BROMCOM as an 'action taken'

Appendix 2

Therapeutic Thinking Flowchart



Therapeutic Plan (Doc 2)

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
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Anxiety / DIFFICULT behaviours	Strategies to respond
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Crisis / DANGEROUS behaviours	Strategies to respond
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Post incident recovery and debrief measures

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person..... Date