Guyhirn Church of England Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

This policy was adopted & ratified in:	September 2018, May 2021, September 2024
Reviewed in:	Revised March 2019, April 2020, July 2020 September 2020, May 2021, June 2022, 23, 24,25
To be reviewed in:	September 2026

Appendix 2 (Positive Behaviour)
of the DEMAT Behaviour Policy

Our Vision

Agape – To live, to learn, to love together

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

"Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others." - Romans 12:16

"An intelligent heart acquires knowledge, and the ear of the wise seeks it out." - Proverbs 18:15

"Love the Lord your God, and love your neighbour as yourselves." - Matthew 22:37

Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

1. Promoting Positive Behaviour

At Guyhirn Church of England Primary School and Pre-school, the behaviour and social and emotional development of our pupils is central to their ability to access and interact with the wider community. Everyone who comes into the school - learners, parents, staff and visitors - has responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong
- Honesty
- Respecting others
- Getting on with people and establishing positive relationships
- Demonstrating respect
- Internal-discipline, self-management of behaviour and a sense of internal reward from positive behaviour
- Giving genuine, explicit, individualised praise
- Being inclusive

2. Cambridgeshire Steps – Step-on

2.1. At Guyhirn C of E Primary & Pre-School, all staff working with our children receive training in behaviour support. This training is called "Steps" and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion:

"The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

This statement reflects the philosophy, policy and practice at our school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of "Cambridgeshire Steps" training is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

3. "Steps Processes"

3.1. Learner behaviour should be managed with sensitivity and with professionalism.

3.2. All staff at Guyhirn Church of England Primary School and Pre-School are trained in 'Cambridgeshire Steps, Step On' It is 'The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'

3.3. All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.

3.4. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

3.5. There are two 'Cambridgeshire Steps' Tutors within Guyhirn Church of England Primary School and Pre-school who ensure all staff are trained in this approach to provide a consistent response to behaviour and will complete refresher training for all annually.

4. "Steps" Philosophy

4.1. We support the 'Step On' philosophy that long term behavioural change comes from developing internal discipline and that external discipline (in the form of inappropriate 'punishments' and reactive responses) only serves to suppress anti-social behaviour.

4.2. Children 'learn positive behaviour' and make good behaviour choices through:

- Developing trusting relationships with adults and peers
- Responding to role models and positive phrasing
- Consistent use of scripts and routines, repetition and structure
- Establishing clear and agreed boundaries
- Praise and positive reinforcement
- Comfort, forgiveness and restorative processes
- An established programme of PSHE lessons which addresses healthy relationships, stereotyping, equality and prejudice
- An established programme of eSafety lessons

5. Recognition of Positive Behaviour

5.1. Good behaviour/effort is recognised in any of the following ways:
- Private, individualised praise
- Being given opportunities to share positive behaviour / learning with another adult
- Celebration assemblies
- Positive and celebratory messages to parents
- House points for effort
- Displaying every learner's work
- Thanking learners for positive responses

5.2. Crucially, learners are taught that the internal feeling generated by their own positive behaviour is rewarding enough in itself. External reward should not be expected.

5.3. Responses to inappropriate behaviours should always seek to de-escalate the behaviour in the first instance and encourage a return to positive behaviour.

5.4. These strategies include:
- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Protective consequences
- Educational consequences

6. Consequences

6.1. A 'consequence' is a conclusion that logically or naturally follows from an action. Consequences may include:

- Completing tasks including Lego learning
- Social stories.
- Emotional Literacy activities
- Group activities to encourage communication between children
- Restorative meetings between the child and teachers or members of the Senior Leadership Team
- Checking understanding of learning in their own time
- Removal from the playground for a fixed period of days to develop and learn rules around positive playtimes
- Spending time in another classroom to reflect on negative behaviour and recap the rules for positive learning.

6.2. Menial tasks, such as writing lines or 'missing break' with no discussion around the negative behaviour, have no positive impact on pupils, and therefore, must not to be issued by adults.

7. Escalation

7.1. If behaviour is not restored and continues to escalate into the 'crisis' phase and a pupil is unable to manage their behaviour in a safe way, staff will use a 'de-escalation' script to remove the pupil safely from harmful behaviour. This script may be used if necessary, in conjunction with physical intervention, (as part of the Step On strategy) to usher or guide a child to a safe place where they can de-escalate safely.

7.2. Once a child has overcome the crisis phase and deescalated, it is imperative that adults carry out a 'Reflect, Repair and Restore' session where behaviour can be discussed and resulting consequences and actions put in place. This is an important phase to forgive the behaviour and help the learner to understand the link between the behaviour and its consequences and understand how to respond to stressful situations differently in the future.

7.3. Restorative activities such as; supported thinking, social stories, role play, discussions around emotions or using a 'Roots and Fruits' tree will complete the therapeutic process. These sessions should be conducted with an understanding of the context of the child. This knowledge is intended to help adults consider the underlying causes of negative behaviour choices which need to be understood rather than suppressed.

8. Aggressive Behaviours

8.1. In the event of a physically violent incident, physically or verbally aggressive incident towards others or property or an incident the following consequences may be used;

- Removal from the place the incident took place
- Repair, reflect, restore discussed with an adult (and other children where appropriate)

- An educational / protective consequence
- Parent/Carer notified
- A record of the incident made on behaviour log: CPOMS
- An internal /fixed term /permanent exclusion
- Referral to or advice sought from Children's Services
- An 'Individual Risk Management Plan' put in place
- A 'Pastoral Support Plan' put in place

Individual Risk Management Plan

8.2. For a few pupils, whose behavioural needs are exceptional an 'Individual Risk Management Plan' may be required to formalise strategies for all staff, so a consistent response to challenging or dangerous behaviour is given to the child. Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others and to ensure learning takes place for all.

8.3. When completing an Individual Risk Management Plan the following will be considered:

The triggers to

- Anti-social behaviours
- Pro-social Behaviours
- Low anxiety behaviours
- High anxiety behaviours
- Crisis behaviours

8.4. Strategies to respond to these behaviours will be written in the plan and shared with staff to ensure a consistent response to de -escalate the behaviours, promoting pro-social behaviours. The plan will be reviewed every four weeks with Parents/Carers and the Head Teacher

8.5. A plan co-ordinator will consider the following:

- Calculate the risk of dangerous behaviour towards themselves, peers, adults or property
- Consider the pupils 'Roots and Fruits' and 'Anxiety map' to identify areas of difficulty
- Identify a pupil's 'Pro-social' behaviours and how these can be utilised to develop self-esteem and   reduce anxiety
- Identify 'difficult' behaviour and set out planned scripted responses to difficult behaviour
- Identify 'harmful or dangerous' behaviour and set out planned scripts and responses to ensure the pupil is removed safely without harm to themselves or others, in line with the school's 'Restrictive Physical Intervention' policy
- Involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- Consider the age, understanding, and competence of the individual learner
- Outline the 'Reflect, repair and restore' phase
- Base a plan on the basic premise that "Positive experiences create positive feelings and Positive feelings create positive behaviour" (Cambridgeshire Steps Behaviour Management)
- Review the plan on a half termly basis, or sooner if further incidents occur

8.6. Adults always seek to de-escalate behaviour at each stage.

9. Pastoral Support Plan

9.1. For very few pupils, whose challenging behaviour has resulted in several internal exclusions, a 'Pastoral Support Plan' is put in place. This means the school can monitor very closely the behaviour of a pupil for whom a fixed-term exclusion is deemed imminent or whose behaviour has not been modified by the actions on their 'Individual Risk Management Plan'. These plans will include the aspects of an Individual Risk Management Plan but will be monitored daily over a timed period, by the end of which a significant change in a child's behaviour must be seen in response to intensive support to ensure every effort is made to avoid exclusion.

9.2. In any case where a pastoral plan is produced, the Head teacher will contact parents/carers by letter to inform them of an initial meeting to discuss their child's Pastoral Support Plan.

9.3. A plan co-ordinator will collect the following prior to the initial meeting:
- Pupil voice
- Parent voice
- Teacher voice and a scale rating prior to the plan about certain aspects of the pupil's behaviour
- A plan setting out strategies, actions and outcomes for the child. A plan co-ordinator will then follow up with specific actions over a timed period:
- Weekly monitoring of child's behaviour
- Regular parent meetings to discuss progress
- Individualised work with the child to effect behavioural change
- A reviewed teacher scale rating to measure progress fortnightly
- A reviewed pupil voice rating fortnightly
- Referrals to outside agency support

10. Learners with Special Educational Need

10.1. We expect all learners to follow our expectations. However, this will be more difficult for some learners at certain times. Learners with an identified SEN/D particularly under the category of SEMH, may have personalised support and intervention set out in their Individualised Risk Management Plan and/or their Individual Provision Plan.

STEPS for Behaviour

Expected Behaviour	Consequence to encourage
Showing effort in work /completion of work Neat presentation of work to your best ability Being in the right place at the right time helping /supporting others in distress Good manners Good listening Good sitting Following instructions first time Kindness to others Calm voice and calm body Looking after all equipment (schools, own and others) Keeping the school environment tidy	Verbal praise Positive reinforcement

Show respect in personal space	
Low Level (Verbal Reminder) Behaviour	**Consequences to Support**
Lack of concentration/focus on work Ignoring/ not following instructions first time Non-aggressive throwing of objects Invading the personal space of others Rough play: including pushing, grabbing, pulling unintentionally catching someone with a shoulder. Running/being noisy on the corridor Unintentional or inappropriate use of equipment Dropping litter Interrupting adults or pupils Inappropriate undirected language Using equipment to tap or touch another person.	Verbal reminder
Medium Level Behaviour	**Consequences to Support**
Continuous rough play Rough play where someone gets hurt: slapping, pinching tripping, shoving in the back or pulling someone to the floor Continual undirected inappropriate language Refusal to work Refusal to follow instructions /co-operate Persistent invading of another person's personal space Persistent lack of effort with presentation Deliberately provoking others Deliberate unkindness to others Persistent interrupting adults or pupils	**Reflect, repair, restore.** • Discussion with pupil / pupils involved • Consider teaching of how to deal with behaviour. Non repetitive / Repetitive • If intervention required speak with SLT • Complete behaviour log on CPOMs • Restricted lunchtime / breaktime play in a supervised area with alternative provision. • If necessary, plan intervention / teaching • Monitor impact of teaching / intervention. • Roots and fruits / anxiety mapping • Individual Risk Management Plan when needed.
High Level Behaviour	**Consequences to Support**
Intentional vandalism causing damage to school or children's property. Spitting at someone Stealing Persistent refusal to work Persistent refusal to follow instructions Verbal threats and physically intimidating another person. Persistent answering back to an adult Persistent disruption to others learning	**Reflect, repair, restore.** • Discussion with pupil / pupils involved • Consider teaching of how to deal with behaviour. Non repetitive / Repetitive • Consider consequence for action. • If intervention required speak with SLT • Complete behaviour log on CPOMS

	• Restricted lunchtime / break time play in a supervised area with alternative provision. • Inclusive support by giving child time to reflect – 10 minutes in an area, quiet for the child followed by time working in a designated area for a morning or afternoon session. • If necessary, plan intervention / teaching / support • Monitor impact of teaching / intervention / support. • Roots and fruits / anxiety mapping • IRMP when needed. • Consider and Early Help assessment for local support • Contact parents arrange weekly meeting
Highest Level	Consequences to Support
Violent physical aggression causing personal injury: intentional punching, kicking, head butting, biting or slapping. Directed verbal abuse towards an adult or pupil including swearing, racist language, sexist language, homophobic language. Use of objects / weapons to intentionally hurt others. Bullying / persistent intimidation (including racism / LGBTQIA)	Actions relating to high level behaviour Plus • Meeting with parents / SLT • Pupil Reporting to SLT for 1 week • Seek support from outside agencies where necessary Persistent Highest level after steps have been followed • Fixed term exclusion • Permanent exclusion

11. Policy Review

11.1.   The Governing Body will review appendix 2 annually.

This policy was reviewed at the Policy Review Meeting on 8th June 2022 and ratified by the LGB.

Ratified by the LGB on 24.09.24