



# Great Coates Primary School



## Behaviour Policy

Incl. support for children with social, emotional and mental health issues.

### School ethos

At Great Coates Primary School we value each and every child and endeavour to work with parents and the wider community to offer the best support we can in a welcoming, caring and safe environment. We want our children to be confident, caring, compassionate and respectful members of their communities and the wider world. We do this be promoting our school values.

**Resilience, Respect, Pride, Aspiration, Reflection**

### Aims

This policy aims to:

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



## **School expectations**

It is important to have expectations for our children while recognising some children have specific needs. At Great Coates Primary School we expect the children to behave in a way that embodies our school values. This includes:

- Being polite and friendly to all members of our school
- Trying their hardest at all tasks and learning opportunities
- Being sensible around school e.g. moving around school in a controlled manner and using appropriate volume and language when speaking.
- Looking after your own and other peoples property
- Follow instructions.
- Having an 'I can' attitude
- Take responsibility for their behaviour and learning.

These expectations cover all times of the school day and where children are representing the school out of school hours or away from the school site.

Staff should ensure that clear, consistent and rigorous routines are in place within their classrooms and for when the children are around school. Routines should be in place for;

- Start and end of the day
- Transition times
- Lining up
- Getting changed for P.E
- Moving around school

These expectations are reinforced through assemblies and interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

## **What we do to teach and promote positive management of behavior**

- Whole school assemblies: these cover areas such as caring for each other, anti-bullying, how to be a good friend, what to do if we need help. The assemblies will include issues that arise and that are relevant to our school community, including; disability awareness, tolerance, respect, racism and gender equality.
- Restorative circles: These are weekly sessions, taught across the whole school. They focus on listening, communication and talking skills. They are a great opportunity for classes to bond and develop understanding of each other and offer support.
- Whole school events / days/ weeks: specific focus weeks are used to raise the profile of particular issues. These include anti bullying week, well-being week and respect week.
- School curriculum including R.E and PSHE.
- High focus on adults developing positive relationships with the children
- Clear and consistent routines in classrooms and around the school.
- High expectations of staff about conduct in class and around school. They are vital role models.
- Clear pathways when behaviour causes concern (*See appendix A: Behaviour Rainbow*) and positive reinforcement for good behaviour. (*See appendix B: Approaches to positive recognition and classroom strategies*)

## **Promoting 'good' behaviour**

All members of staff have a responsibility for the good behaviour and discipline of all children at all times.

All classrooms should have displayed the school values of; respect, pride, aspiration, resilience and reflection, to promote the school's expectations. All classrooms will also display the individual class charters to promote excellent behaviour.

The behaviour management system at Great Coates Primary School is a system based on positive praise. It is believed that if we praise and reward good behaviour it will emphasise how much, as a school, we value behaviour which reflects the school values.

All children will be awarded praise points for demonstrating behaviour that reflects the school values. Praise points will accumulate and be converted into school currency. Ten praise points will convert into one Great Coates pound. The 'money' can then be spent at the school shop each week.

All adults in school can award points to the children. A maximum of one point can be given for each behaviour demonstrated. The SLT can award up to three points, making a visit to the 'office' extra special. Pupils can also nominate their peers for praise points.

### **Rewards**

To encourage pupils to follow the rules all adults at all times of the day will recognise appropriate behaviour by:

- 1) Giving frequent praise.
- 2) Giving stickers and praise points.
- 3) Earning school currency
- 4) Weekly 'Star of the week' is awarded in Friday Assembly, based on the school values.
- 5) Being sent to the Headteacher and other members of the SLT for individual praise.
- 6) Providing appropriate feedback to parents/carers about good behaviour and learning.
- 7) Provide children with opportunities to show good learning to their parents/carers.
- 8) Individual classroom rewards setup by the class teachers and wider teaching team.

### **What to do if a child is showing inappropriate behaviour**

Any behaviour that falls below the expectations of the school, (e.g disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The following pathway is what to do:

<p><b>Level 1- classroom behaviours (Teaching team)</b></p> <ul style="list-style-type: none"> <li>● Nonverbal reminders / reprimand</li> <li>● Formal reminder</li> <li>● Logged in behaviour log as low level disruption</li> <li>● Sanctions- move position in the room, miss 5 mins playtime...</li> <li>● Parents informed</li> </ul>	<p>Shouting out</p> <p>Leaving seat</p> <p>Not working</p> <p>Non work related chat</p>
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<p><b>Level 2- Disruption to learning (Other teacher)</b></p> <ul style="list-style-type: none"> <li>● Teacher makes it explicit that the child is not meeting expectations regarding behaviour / behaviour for learning</li> <li>● Logged in behaviour log as persistent disruption</li> <li>● Student paced on time out / partner class</li> <li>● Lunchtime detention</li> </ul>	<p>Continuation of above</p> <p>Dis-respect to an adult</p> <p>Name calling</p> <p>Defacing work</p>
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<ul style="list-style-type: none"> <li>● RP meeting between teacher and child.</li> <li>● Parents informed</li> </ul>	
<p><b>Level 3- Regular repeated disruption over a number of lessons within the same day (SLT)</b></p> <ul style="list-style-type: none"> <li>● Sent to AHT / DHT</li> <li>● Internal isolation (1 session)</li> <li>● Placed on weekly report card</li> <li>● Parents invited in to meet with AHT / SLT- report explained. (Phone call if not able to meet)</li> <li>● Parental review after week completed</li> </ul>	<p>All above continues beyond one lesson</p> <p>Pushing work onto the floor</p> <p>Work refusal</p> <p>Walking out (Without prior arrangement / permission)</p>
<p><b>Level 4a- repeated non- compliance with school expectations (Days / weeks) (DHT)</b></p> <p>Complete Pre CC documents (CT) / refer to CC meeting dependant on outcome of Pre CC checks (CT)</p> <p>Put in place all recommendations / requests / actions</p> <ul style="list-style-type: none"> <li>● Day to day report book. (sad face = isolation session)</li> <li>● Daily parental contact</li> <li>● School contract in place</li> <li>● Timetable variation considered (Content not time)</li> </ul> <p><b>Level 4b- violence and aggression (HT)</b></p> <p>Immediate referral to CC meeting (CT)</p> <ul style="list-style-type: none"> <li>● Child escorted to HT</li> <li>● HT to contact parents</li> <li>● Time in...</li> <li>● Restriction of free time</li> <li>● Time out considered</li> </ul>	<p>Continuation of / escalation of disruptive behaviours</p> <p>Any violent / aggressive behaviour</p> <p>Door slamming</p> <p>Furniture throwing / upending</p> <p>Destruction of work</p> <p>Swearing</p> <p>Rude to adults</p>
<p><b>Level 5- regular repeated breaches which leads to excessive time and resource wasting and undermining the good order of the school (HT)</b></p> <ul style="list-style-type: none"> <li>● Part-time timetable</li> <li>● BAC referral</li> <li>● Daily contact with parents</li> <li>● Prolonged time out</li> <li>● Detailed re-integration plan</li> </ul>	<p>Assault of other pupil / staff</p> <p>Aggressive and violent threatening behaviour</p> <p>Destruction of the school environment</p>

Remember the strongest approach to support a child is through the relationship with the adult. At all points try to ensure you keep a strong connection with the child having difficulties. Use positive reinforcement as appropriate to ensure the child knows you are still there and you recognise their difficulties and will support their efforts and choices to get them back on track.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and what they could do to improve next time. (Restorative and supportive).

The evaluative judgement about the level of challenge in the lesson should be recorded on the daily behaviour tracker. (See appendix C: *Daily Behaviour Tracker*).

### **Daily Behaviour Tracking Sheet**

In order to track behaviour and allow appropriate action to be taken, including both support and reduction of future disruption, a daily tracking sheet (See appendix C: *Daily Behaviour Tracker*), is completed. **These are solely for monitoring and are not to be shared with the children or used as a threat.**

- Session 1 (AM1): start of the day up to break time
- Playtime (AMP): morning break
- Session 2 (AM2): after break and up to lunchtime
- Lunchtime (LT): the whole of lunchtime
- Session 3 (PM1): after lunch up to 2:15pm (including afternoon playtime)
- Session 4 (PM2): 2:15pm until the end of the day

Teachers are responsible for completing their behaviour tracking sheets with 2,3,4a,4b and 5, corresponding to the behaviour rainbow. Where children are working in groups, it is the responsibility of the adult leading the group to inform the class teacher. Staff on duty at playtimes should inform the child's class teacher of any concerns and complete a Behaviour Information Form (BIF) if appropriate. (See Appendix D: Behaviour Incident Form). For any behaviour categorised as 4 and above, detail should be recorded in the orange behaviour diary. Any parental contact regarding behaviour should also be noted in the behaviour diary. All trackers will be emailed to AHT weekly. The AHT will monitor and offer support where necessary. If a pattern is spotted or alarm bells are ringing, she will discuss a *Care and Concern referral* with the class teacher.

Lunchtime staff will complete their own tracker and email to AHT weekly.

### **General responses to incidents**

School will use the restorative approach to dealing with unacceptable behaviour. This approach focuses upon repairing relationships that could've been damaged through the inappropriate behaviour. All relevant staff will be trained on how to use restorative practice effectively.

The aim of all adults in school is to de-escalate incidents of inappropriate behaviour to prevent damage to the relationships that the children have built. To do this we follow PACE.

- P= Playfulness.
  - The aim is to minimise the behaviour with playful banter, providing the child with an opportunity to make the right choice and get back on track.
- A= Acceptance
  - Accept that the inappropriate behaviour is happening and recognize it in a non-judgemental way. E.g. say 'I can see you are upset / angry... How can I help you?' Accept that the child might not be ready to talk yet, but assure them you are there when they need you.
- C= Curiosity
  - When the child is calm try to find out what happened. Find out the facts. This might involve having a conversation with you. The attitude displayed by the adult should be sadness, not anger.
- E= Empathy
  - Restorative practice comes into place here. The adult works with the child to identify which relationships have been damaged and then how to put them right in a meaningful way. (See Appendix E: *Restorative Questions*).

## Consequences

There will be consequences for inappropriate behaviour if the person dealing with the behaviour deems it appropriate. Where possible it will focus upon reparation of damage and / or relationships. This will be discussed with the child, and if appropriate the parents, when everyone is calm. Teachers can call on a number of sanctions, which they can use at their discretion. These include:

- Missing playtimes
- Calling parents
- Time out
- Sending child to another class
- Sending child to a member of the SLT
- Sitting on their own

(Adults in school will use the behaviour rainbow as a guide when managing and dealing with inappropriate behaviour.)

Children have to have the opportunity to reflect on their behaviour, especially the impact it has had on other people. It is important that the focus of adult intervention is to repair any damage that has been done. This might not be able to take place immediately as can only happen when everyone is calm. Below are some examples of some situations that might occur in school and the types of responses that are appropriate. This is not an exhaustive list.

Incident	Type of response
Incident against another person	Use restorative questioning to enable the perpetrator to understand the impact of their behaviour and most importantly repair the damaged relationship. It is important that they show the person that has been affected by their actions that they understand how they have made them feel and apologise for this. This could be done in a variety of ways, verbally, written, picture or an action.  <i>We do not force children to say sorry</i>
Incident relating to theft, damage to property etc..	Where possible natural reparation should be used, e.g. cleaning up graffiti, tidying up the mess they've made...  Where this is not possible a close alternative should be used e.g. vandalism that can't be fixed by the child, the child could do a site task to allow the site team to repair the vandalism.  Where there is a cost involved this should be discussed with the parents.
The particular activity has been causing problems at playtime e.g. football at lunchtime	Work with staff and child/ren to ensure subsequent participation can occur, e.g. supervision, reduction in time or not taking part.
Child is being disruptive in lessons	The child remains in for some / all of their playtime to catch up with the work that hasn't be completed.  OR  The need for discussion with the teacher regarding their behaviour and how this could be improved in the next session. (Restorative questioning can be used).

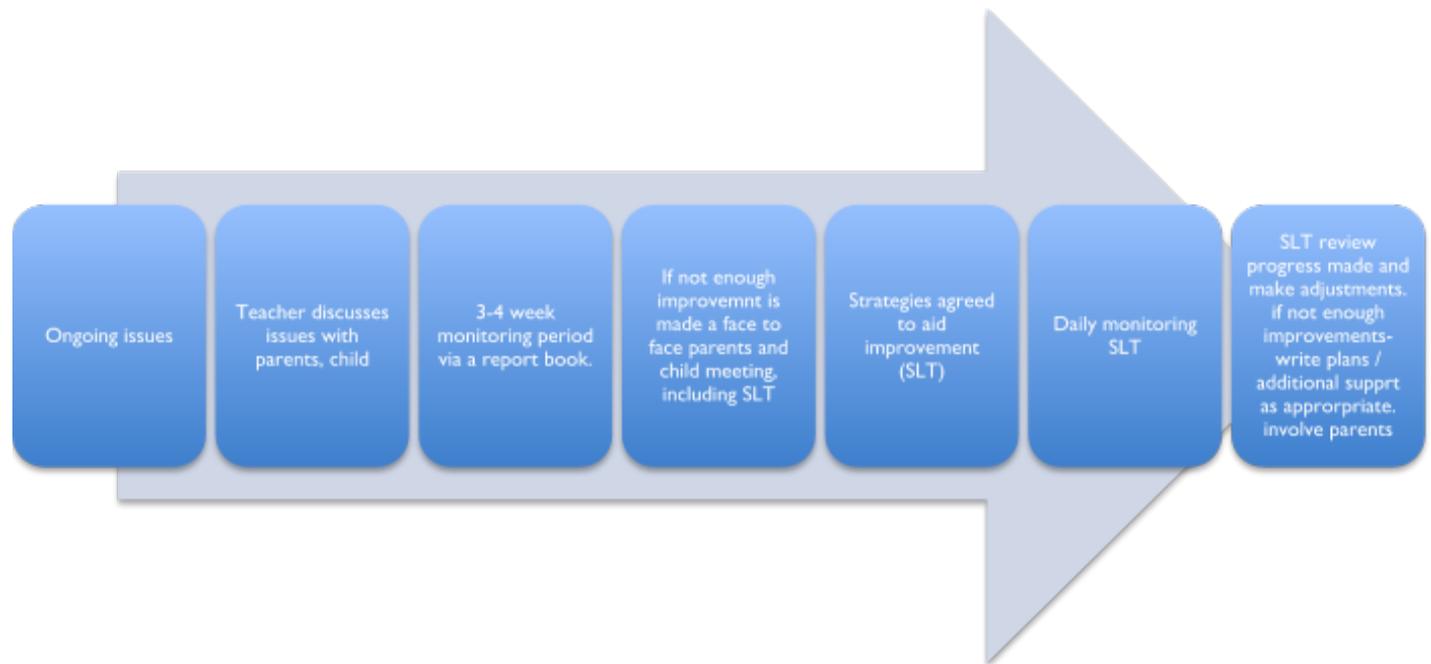
Refer to the behaviour rainbow for guidance.

## Concerns with a child's behavior

In general, when a teacher has concerns about a child, either a one off incident or over time, they will discuss with the parents. This contact should be recorded in the orange behaviour diary. Where a teacher feels that additional support is needed they should complete a referral to the *Care and Concern* process. (See Appendix F: *Care and Concern process*).

It may be appropriate to conduct a meeting with the pupil, parents, class teacher and a member of SLT if a child's behaviour overtime is causing concern. Targets might be set. Parents should be informed of any progress or otherwise via a report book. If there is no improvement the HT will review and meet with parents, class teacher and the pupil.

In summary:



### **Major ongoing or serious issues**

In all cases where behaviour is a significant cause for concern a BIF should be completed. This allows a record of the incident to be made and appropriate support and / or reparation to be planned for. This behaviour should be recorded as 4 or 5 on the tracking sheet. The perpetrator will be closely monitored to see if they are having continued difficulties. The victim will also be monitored to ensure that they are not becoming regular victim.

BIFs should be completed as soon as possible by the person initially dealing with the situation, including lunchtime staff. The staff (teacher and / or TA) should aim to deal with the incident and the reparations and only escalate it to the SLT if additional support is needed. If an immediate response is needed and it is a 4/5 behaviour the SLT can be called upon. (Please refer to the behaviour rainbow).

If a child is exhibiting behaviour that puts them at risk or other people at risk of physical harm, support should be sought immediately from other members of staff, the learning mentor or a member of SLT. When incidents occur, a judgment is made by the teacher / member of SLT as to whether parents of the perpetrator or victim should be informed, taking into account the severity of the situation, any continuing difficulties the incident is likely to cause and the child(ren)'s history of involvement in such incidents.

Any major incident **MUST** be logged using a BIF. BIFs are to be scanned, emailed to AHT, attached to pastoral file and a note made in the orange behaviour diary that a BIF has been completed. The original document can be shredded.

**In cases of extreme behaviour the headteacher may exclude a child for a fixed term and, ultimately, permanently.**

### ***Care, Control and Restraint***

In the unlikely event of a child exhibiting violent or disturbed behaviour that may pose a Safeguarding risk, the staff at Great Coates Primary School are asked to:

1. Send for help immediately – a second adult can often help to calm the situation or act as a witness to the incident.
2. Let it be known that you have sent for another member of staff.
3. Consider the safety and well-being of other children in the class.
4. Stay as calm as possible.
5. Make every attempt to diffuse the situation.
6. As a last resort use the minimum amount of physical control necessary to:
  - avert danger or risk to the child or another individual
  - prevent serious damage to property.

**Do not use team teach techniques whilst on the stairs.**

**Refer to Positive Handling Policy for further details.**

### ***Children 'In Care'***

Should a child 'in care' have problems regarding behaviour, outside agencies should have someone designated as a point of contact. Our designated person is the Learning Mentor.

### ***Monitoring and review***

This policy will be reviewed yearly.

This policy was adopted by the Governing Body of Great Coates Primary School at the Governors meeting in December 2018.

Signed:

\_\_\_\_\_ (Head Teacher)

\_\_\_\_\_ (Chair of Governors)

## Appendix A: behaviour rainbow

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## Appendix B: Approaches to positive recognition and classroom strategies

the most powerful tool when managing children’s behaviour is a feeling of connection between the member of staff and the pupil. For most children this can be achieved by simple acknowledgement of the child as this gives the child the knowledge that the staff member has them in their mind, that they are cared for and that the member of staff cares about what they are doing.

Positive recognition can either be personal or public. Positive recognition is personal and not based upon a comparison between them and other children. It can be linked to their behaviour, attainment or progress. For some children, especially those with SEMH needs, staff will need to be considerate of how such praise is delivered to ensure that it is a positive experience.

We have considered carefully the use of praise so that it is genuine and not used as bribery. Consequences are steered towards those that are natural and repair any ‘damage’.

Whole class sanctions are carefully managed and are used to address issues around whole class responsibility and support, for example, too much ‘fuss’, not tidying up, not lining up properly. These are behaviours where pupils can support each other. This MUST be explained to pupils if whole class sanctions are used. They should be short and focus on whole class responsibility, not highlighting individual pupils.

The following approaches are used at Great Coates Primary School. If any member of staff has any additional ideas, they MUST discuss this with the AHT.

	Purpose	What it looks like	Key notes
Individual pupils			
Use of children’s work as an example	To celebrate a child  To promote / reinforce learning	Sharing of work on the board  Reading out of a child’s work	Be mindful not to use the same child all of the time
Classroom praise – public / private	To give positive feedback / celebrate the child  Help promote learning / conduct- a role model example.	Specific feedback (see feedback policy)  “Joe that was excellent reading. The use of intonation really helped me understand how the characters were feeling. Well-Done”	This can be done publicly or privately depending on the child and the purpose.  Be mindful not to use the same child all of the time

		The child may then be awarded a praise point.	
Stickers	To give instant recognition of behaviour or work.	Staff give out stickers and MUST state the reason why the sticker is given.	Keep an eye out for children who don't get stickers, see if you can find a reason to give them one.  Children should not ask for stickers.  MUST not be used as a bribe  MUST not be taken away.
Praise points	As with stickers	As with stickers	As with stickers
Notes home	Encourages home school link  Gives parents an opportunity to be involved in praise / sharing of success	Staff have note pads that should be used regularly to give personalised praise to children  These are sent home with the children	
Texts	Encourages home school link  Gives parents an opportunity to be involved in praise / sharing of success	Staff can ask the office to send a text home.	This is an efficient way to communicate with parents and share some good news.  Very useful if things haven't been going well and it is a good way to re-connect with parents in a positive way.
Phone call	Encourages home school link  Gives parents an opportunity to be involved in praise / sharing of success	Staff make a phone call home	This is a powerful way to share success and it enables effective relationships between staff and home.
Star of the week assemblies	Share success with whole school.  Embeds school values	Weekly assembly to share good work, effort, positive attitudes and behaviour. Linked to school values. 2 children from each class each week.	Try to ensure a balance of children across the class. For more challenging children this could be difficult, so praise them when you get the opportunity.
Merit / pupil of the year (MAT) assemblies	To recognise the progress and abilities of children  To share success with family and friends	At the end of each full term there will be a special assembly.  Parents / families will be invited.	
Visiting the Headteacher	To provide recognition for hard work and / or displaying school values.	Child is brought to the office to show their work and explain something they have done.	Ensure a mix of all pupils get to bring work.

		A child is given a special sticker and awarded praise points.	
Group / class			
Work on display	To recognise the effort put into work, regardless of ability	Children's work on display  Every child should have work displayed (unless they have asked not to be included)	We accept work at different levels and that is okay.  If a child could do better, allow them the opportunity to try again. Remember it is personal not a comparison to other children.
Individual class rewards	Builds unity within the class  Provides an opportunity to praise everyone	Marbles in the jar/ or other ideas  Followed by a small whole class reward.	You can't take away marbles / points... once they have been earned  The reward must be class based and led by the class teaching team  The reward must be achievable in a reasonable time period.





Appendix D: Behaviour Incident form (BIF)



Great Coates Primary School  
Behaviour Incident form



Name of person completing the form: \_\_\_\_\_ Date / Time of incident: \_\_\_\_\_

Details of child(ren) involved					
Full name	Class / year	P/V/X	Full name	Class / year	P/V/X

P= perpetrator, V= victim, X- witness / bystander

**Where?** (please highlight)

Classroom	Corridor	Hall	Playground	Toilets	Other .....
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**What?** (Please highlight)

Defiance	Persistent minor	Physical	Theft	Vandalism	Verbal abuse	Other .....
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Physical intervention needed (Complete relevant paperwork and inform SLT immediately)

Homophobic / Transphobic / Gender discrimination incident (inform inclusion team and parents MUST be informed)

Racist incident (inform inclusion team and parents MUST be informed)

**1. Brief summary of the incident**

**2. Action taken by staff member(s)**

**Possible reparations (please tick if used):**

Verbal apology	<input type="checkbox"/>	Clean up any mess made during incident	<input type="checkbox"/>
Written apology	<input type="checkbox"/>	Damage repaired	<input type="checkbox"/>
Picture / card made	<input type="checkbox"/>	Other tasks carried out for the benefit of school	<input type="checkbox"/>

Other reparation (Please provide details):

<b>Incident concluded</b>		<b>Further action needed *</b>		<b>For information only</b>	
<b>3. Further information and action taken*:</b>					
<b>4. Comments from the perpetrator (s)</b>					
<b>5. Comments from victim (s)</b>					
<b>Victim informed of outcome</b>		<b>Perpetrators' parents contacted</b>			
<b>Victims parents contacted</b>		Parents feedback:			
Parents feedback:					

Signed \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_



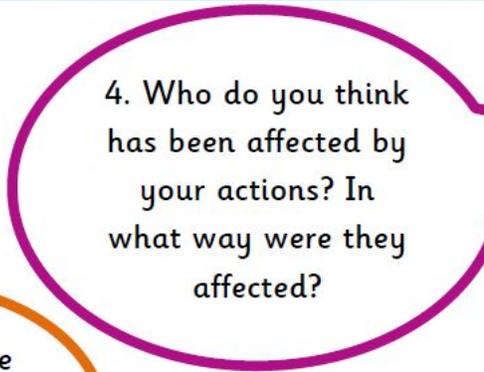
1. What happened?



2. What were you thinking about at the time?



3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way were they affected?

## Restorative Practice in school



5. What do you need to do now to make things right?

## Appendix F: Care and Concern Process

- Meetings will take place every half term and will be scheduled for week 5
  - If a case is marked as urgent an interim meeting will take place
  - The HT, AHT, DHT, LM and class teacher will attend all meetings. Parents could be invited if it is felt that their input would be helpful.
  - Possible outcomes could be
    - o More information is needed
    - o Access to pastoral provision
    - o Access to external services
    - o EHA
    - o Go onto report (monitoring)
    - o LM support
    - o Referral to BAC
  - This is the ONLY route to access pastoral support
  - All forms are kept on the server in a folder entitled *Care and Concern*
- Appendix G: Roles and Responsibilities

Initial concern

- checklist for pupils of concern
- checklist of behaviour (if a behaviour concern)
- checklist of child's own behaviour

Referral

- complete referral with checklists as supporting evidence.
- If urgent state this in email
- attend meeting

Care and concern meeting

- all attendees discuss the individual pupils
- plan is drawn up and agreed, including support strategies

review

- the child's progress / success of support strategies is discussed and next steps decided.

## Appendix G: Roles and Responsibilities

### Inclusion team

Mrs Andrea Norman (Headteacher)

Mrs Lynn Deans (Deputy Headteacher)\*

Miss Kelly Winn (Pastoral Leader and SENDco)

Mrs Teresa Blanchard (Chair of Governors)

Mrs Sharon Billingham (Learning Mentor)

Great Coates is committed to supporting the SEMH needs of pupils, so has contracted the support of *The Nurture Lady* to support 1:1, small groups and staff training.

We also use an EWO who is available to support parents and families with attendance related issues. Parents can come to **regular coffee mornings** or make an appointment to discuss any concerns they have with their child or wider family issues.

### Key roles and responsibilities

	Responsibilities
All staff	<ul style="list-style-type: none"> <li>All members of staff are responsible for supporting the needs of all children across our school. They should treat all children with respect and understanding, including when the child is having difficulties.</li> <li>SHOUTING** AND SHAMING SHOULD NEVER BE USED and are not tolerated at Great Coates Primary School.</li> <li>Staff will endeavour to have private discussions with children in order to support them or address any issues.</li> <li>Staff use the procedures and principles outlined in this policy to support the needs of all our pupils.</li> </ul>
	Specific responsibilities
Teachers	<ul style="list-style-type: none"> <li>Ensure parents are contacted when:               <ul style="list-style-type: none"> <li>A child is having ongoing issues</li> <li>There has been a one off significant issue (see behaviour rainbow for guidance)</li> </ul> </li> </ul> <p>Where possible, contact should be made by the class teacher as this encourages open dialogue. On some occasions a member of SLT or the Learning mentor will liaise with the family (a significant one off issue), but the class teacher will be kept informed.</p> <p>For ongoing issues, there should be regular contact with the parents, both via a report card and face to face.</p>
Learning mentor	<ul style="list-style-type: none"> <li>Provide specific support for individual or groups of children. Ideally this should be done via <i>care and concern</i>.</li> <li>Provide support in class and at playtimes</li> </ul>

	<ul style="list-style-type: none"> <li>● Deliver pastoral support programmes focusing on specific needs including SEMH, well-being and mindfulness.</li> <li>● Run the pastoral room.</li> </ul>
Assistant Headteacher	<ul style="list-style-type: none"> <li>● Lead the ethos of this policy</li> <li>● Ensure the implementation of this policy</li> <li>● Ensures staff training to support the delivery of this policy</li> <li>● Oversees the specific needs of children across the school</li> <li>● Provides support to children, staff and parents where necessary</li> <li>● Links with outside services if additional support is needed</li> <li>● Monitors and evaluates all tracking and documentation.</li> </ul>
Headteacher	<ul style="list-style-type: none"> <li>● Leads the ethos of this policy</li> <li>● Is the only person authorised to exclude a child</li> <li>● Has strategic overview of the policy in practise</li> </ul>
Parents	<ul style="list-style-type: none"> <li>● Inform the school of any concerns about their child/ren</li> <li>● Have an open and honest dialogue with school</li> <li>● Support the school when they need further support</li> </ul>
Governors	<ul style="list-style-type: none"> <li>● Setting down these guidelines and reviewing the effectiveness of the policy</li> <li>● Duty to consider parents views about an exclusion</li> </ul>

#### **Appendix H: Break and lunchtime systems**

At lunchtimes the lunchtime Supervisors are the first point of contact when a child is having difficulty. If more support is needed they should consult the Lead Lunchtime Supervisor, Mrs Kelly.

Lunchtime supervisors follow the general principles as set out in this policy when dealing with children e.g, talking politely to children, use of wondering questions, listening to the children, use of time out.

The use of ‘bans’ from certain activities should not be used. However, if what a child is doing causes an issues the child should be asked to leave the activity for a short period of time whilst they regulate and the situation is resolved. It might be appropriate that they stand with a member of staff or go for a walk. The purpose is to de-escalate not punish.

If the lunchtime supervisors feel more assistance is needed, the first point of contact is the class teacher. If there is a significant incident, support can be requested from the learning mentor or a member of SLT.

#### Lunchtime recording of incidents

Each class will have a lunchtime recording sheet. At the end of lunchtime each supervisor will add any concerns to the sheet. (This is not discussed with the children or used as a threat, as it is for tracking behaviour so appropriate support can be allocated

if needed). This is done by either recording a 1,2 or 3. If a three is recorded there will also be a BIF to add the detail and SLT or the Learning Mentor will already know.

Level:	1	2	3
Concern:	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required / incidents  (BIF completed)
Examples	Low level answering back  Shouting out in the dinner hall  Reminder to do the right thing	Low level repeated answering back e.g. "Miss that's not fair- why can't we..." (Arguing with staff)  Disruptive  Repeated shouting out  Repeatedly not following instructions  Overly physical behaviour  Running off	See BIFs section
	Record on sheet as a "1"	Record on sheet as a "2"	Record on sheet as a "3"

### End of play / dinner

- A member of the teaching team from each class goes onto the playground
- A single whistle is blown- children stand still and listen
- Second whistle is blown and the children walk to their lines
- Staff support children getting to lines as quickly as is safely possible.
- The member of the teaching team, who will keep them quiet as they travel into and through school, escorts in children.
- 

**The second member of the teaching team should be in the classroom ready to greet the children as they enter the classroom.**

Appendix I: Examples of De-escalation Techniques When Dealing with Behaviour

Level	1	2	3
Concern:	Some minor support / intervention on more than one occasion	Need support / intervention on a number of occasions	Significant support and intervention required
Possible teacher response or actions	<p><b>Re-focus the child</b> - use non verbal reminders, go stand close, put hand on shoulder, remove what they are fiddling with- all in a low key, non verbal way.</p> <p><b>Quiet word</b></p> <p><b>Offer support</b> - "Are you Ok, do you need anything?"</p> <p><b>Cue name</b>- "James – all Ok?"</p> <p><b>Nip in the bud:</b> "Peter, you are talking and we are working quietly in this room."</p>	<p><b>Direct and adult / give extra support.</b> This is to re-focus and de-escalate.</p> <p><b>Wondering question:</b> "Katy, I'm wondering if sitting too close to ??? is making it tricky for you to concentrate, come and sit here where I can help you." (Non-threatening).</p> <p><b>Distraction / redirection:</b> Becky, - please pop next door and ask Miss if I can borrow a ???"</p> <p><b>Name the need:</b> I know you wanted to go in the ??? group, I can see you are cross. Everyone will get a turn.</p> <p><b>What do you need:</b></p> <ul style="list-style-type: none"> <li>● Learning break</li> <li>● Learning mentor</li> </ul>	<p>If the child is requiring significant support, to the point where the teacher is unable to effectively continue teaching the class, support MUST be called for. Usually the Learning mentor or SLT.</p> <p>A BIF must be completed at the earliest possible time.</p>

		<ul style="list-style-type: none"><li>• Go and see someone</li><li>• Work in a different place</li></ul>	
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ALL BEHAVIOUR MUST BE LOGGED ON THE DAILY TRACKING SHEET.

Parents must be informed in line with behaviour rainbow.

## **Appendix J: Supporting children with Social, emotional and mental health needs (SEMH)**

It is the primary aim of our school that every member of our school family feels safe, cared for and valued. It is important to us that everyone is treated fairly and treated well. We do this by ensuring we all behave in a way that promotes our school values.

### **Resilience, Respect, Pride, Aspiration, Reflection**

The school's behaviour policy is therefore designed to support all members of our school to work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

At Great Coates we understand that children might experience a range of SEMH issues that manifest in a variety of ways. This might include children displaying a variety of challenging, disruptive or disturbing behaviours. We recognise and understand that these behaviours might be reflective of an underlying mental health issue, difficulties with communication and interaction or a sensory disorder. Other children might have ADHD, ASD, foetal alcohol syndrome or attachment disorder. These children will be supported using a variety of carefully personalised strategies, which have been developed with the key adult(s) in their life.

We recognise that the behaviour some children display comes from a place of fear, stress, low self-esteem, dysregulation or from frustration (including school based barriers to learning). We have a duty to help these children and return them to a state of calm, as only then will they be able to reflect on their behaviour and find ways to repair any damage done.

At Great Coates we understand the importance of calm as we believe only children who are in starts of stress or dysregulation cannot learn. It is important that staff are trained and understand the potential root causes of behaviour(s).

#### **For effective provision for children with SEMH needs all staff are trained in:**

- Attachment
- Adverse childhood experiences
- Mind-set
- Developing positive relationships
- Trauma

#### **Key principles in supporting the universal needs of all pupils**

- All behaviour (positive or negative) is a reflection of person's emotional state
- Understand brain development and the impact of stress and fear on behaviour
- Children have different levels of stress tolerance
- You can't always see the trigger
- Behaviours communicate a need
- Scared children can do scary things
- Don't take things personally
- In times of stress, children's thinking process is distorted and confused and short term memory is suppressed.
- Children who are dysregulated are unable to access the thinking part of their brain

- Children without strategies to self regulate need supporting.

### How we support the universal SEMH needs of all pupils:

- Use of natural consequences rather than punishments
- High structure, routines and boundaries
- High nurture
- The use of PACE (Playfulness, Acceptance / Curiosity / Empathy)
- Use of wondering questions as a tool to explore the potential cause of behaviour
- Giving children time, space and support when they are dysregulated, BEFORE attempting to deal with the behaviour.
- Using emotional literacy to engage with children.
- Regulate our own emotions (including walking away)
- Time in, not out
- Using staff presence to help regulate
- Naming the need
- Empathetic commentary
- Access to learning mentor
- Understand that any traumas can impact on the child and their behaviour.

### How we support children with additional SEMH needs:

In addition to the above we have a package of therapeutic support for specific difficulties.

Staff, parents and / or other pupils identify children having difficulties. Concerns can also be raised through whole school tracking. Support will be accessed through the *Care and Concern* process. Following this staff will meet with parents to develop and discuss a way forward.

Support could be given in a variety of ways.

Approach	What it looks like	Purpose
Regulation times	Access to: <ul style="list-style-type: none"> <li>- A quiet area</li> <li>- Member of staff</li> <li>- 5 minute walk</li> <li>- Physical / sensory activities and resources</li> </ul>	Enable children to regulate before going into class/ discussing behaviour/ etc..
Self-elected withdrawal	Children can ask the teacher if they can leave the room to go to a specific place / person.  Be aware of the child's emotional state, e.g. if they are angry discussing the reason at that point is not appropriate.	Enable pupils to recognise their own emotions and develop a de-escalation strategy.  Allows adults to offer support by being close by; they are there when the child is ready.
Managing feelings and behaviour groups	Small group activity led by the learning mentor and supported by other staff if appropriate. It looks at specific emotions, identifies triggers and develops coping strategies.	Supports children develop strategies to manage particular feelings
Starving anger gremlin	1;1 / small group activity with a trusted adult. Daily quick intervention	Develops a common language. Allows child to regain the power over their anger.
Learning mentor support	<ul style="list-style-type: none"> <li>- In class support</li> <li>- Transition support</li> <li>- Focus groups</li> </ul>	Provide overall support for SEMH needs in order to reduce anxiety and build confidence.

	- Regular check ins	
Social and emotional plans	Formal written support plan, identifying child's behaviour and strategies to support the de-escalation. Written by key adults and shared with all staff.	Provides school wide understanding of the emotional needs of the child and the actions that are needed to support them.
Individual support targets	Short term targets for pupils to address a specific issue. Written with the child and shared with parents. They are reviewed at the end of each lesson. Could be a sticker chart.	This is not suitable for all children, especially those with complex needs.  Should only be used to address a specific issue.
In class amended provision	Busy boxes, stress balls, fidget toys, colouring, mindfulness activities, safe places, seating position, working on the floor ...	To help children remain regulated enabling them to access learning.
External support or assessments	Arranged via the AHT  <ul style="list-style-type: none"> <li>- School nurse</li> <li>- SAS</li> <li>- EP</li> <li>- Nurture lady</li> <li>- Banardos</li> <li>- EHA</li> </ul>	To provide a range of assessments and strategies to support more complex needs, including individual and family.