



MERRYLANDS
PRIMARY SCHOOL AND NURSERY

Behaviour Policy

2021-2022

Introduction

At Merrylands Primary School and Nursery we use a therapeutic approach to managing behaviour. This policy reflects the values, ethos, and philosophy of the school in relation to behaviour support.

All staff working with children receive training in behaviour support. This training is called “Essex Steps”. Our staff promote prosocial behaviour and manage antisocial, difficult, and dangerous behaviour, and understand what behaviour may be communicating. Staff focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies. Staff are trained in level one ‘Steps’ training and new staff joining the school will receive this training as soon as it is available to them. Annual refresher training is provided for all staff.

A Therapeutic Approach

A therapeutic approach is defined as ***an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.***

Pro-social behaviour is defined as:

- relating to or denoting behaviour, which is positive, helpful, and intended to promote social acceptance
- behaviour which benefits other people or society

Pro-social behaviour is characterised by:

- a concern for the rights, feelings, and welfare of other people

Anti-social *difficult* behaviour is defined as:

- behaviour that violates the rights of another person
- behaviour that is anti-social, but not dangerous

Anti-social *dangerous* behaviour is defined as:

- 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.
- behaviour that causes harm or injury to an individual, the community or to the environment

Whole school and class-based rewards

At Merrylands Primary School and Nursery we believe that positive praise and reward encourages children to make positive behaviour choices. Across the school from Nursery to Year 6 we use Carrot Rewards for pro-social, positive behaviours and work-based rewards.

Alongside our whole school system of Carrot Rewards, in EYFS and KS1 we use a visual behaviour chart. Children’s pro-social behaviours will be recognised and encouraged, whilst anti-social behaviours will receive logical consequences. Each system is displayed in the classroom, with children’s names, and is actively used throughout the day. Children will be aiming to reach the sun or rainbow, whilst clouds and rain are visual reminders of improving their behaviour choices.

It is important that pro-social behaviours are encouraged throughout the school day. All staff will actively encourage children to use appropriate indoor and outdoor voices (volume at an appropriate level for setting and task) e.g., “Thank you for using your indoor voice”. To encourage use of good manners and positive behaviour choices at lunchtime children will be

recognised with raffle tickets. At the end of each week a ticket from each phase will be drawn and the child will win a reading book.

Children’s pro-social choices and behaviours will also be recognised weekly in Celebration Assemblies. Teachers select one child a week from their class who has shown pro-social behaviours which reflect our school’s core values.

The following are pro-social behaviours that we may see in school and how adults will respond:

Behaviour examples	Response examples
Walking in the corridor	<i>“Well done for walking in the corridor” “[Name] have a Carrot point for walking sensibly in the corridor”</i>
Holding a door open for someone	<i>“Thank you, allow me to return the favour!”</i>
Using please and thank you	<i>“You’re welcome”</i>
Walking a child to first aid	<i>“Well done for helping your friend”</i>
Helping a child who is lost	<i>“Well done for helping your friend”</i>
Helping a peer to understand work	<i>“Well done for helping your friend – it helps everyone when we help each other” “[Name], you are moving up to the rainbow for helping your friend.”</i>
Inviting a child to play in a game	<i>“Well done for helping your friend”</i>
Using good morning and good afternoon	<i>“Good morning” or ‘Good afternoon’ back”</i>
Helping an adult carry equipment through the school	<i>“Thank you for helping – you’ve made my job much easier!”</i>
Supporting a peer when they are upset	<i>“Well done for helping your friend”</i>

Anti-social behaviours and responses

We believe that it is important for all adults within our school to understand the steps necessary to follow when approaching children’s behaviours.

The following are examples of behaviours that we may see in school and how adults will respond:

Incident type	Behaviour examples	Response examples	Next steps
1. Minor anti-social behaviours	<ul style="list-style-type: none"> • talking out of turn • fiddling • swinging on chair • running in the corridor 	<i>“Walking in the corridor thank you!”</i> <i>“[Name] we sit with 4 chair feet on the floor thank you.”</i>	
2. Continued minor anti-social behaviours, or difficult behaviours	<ul style="list-style-type: none"> • calling out • rude noise • arguing • walking around the classroom persistently • disrupting other children with purpose • biting 	<i>“[Name] we sit on our chair to do our learning, thank you.”</i> Use of de-escalation script Use of steering or guiding	Logical educational consequence Refer to flow chart (appendix 1) Parent to be informed where necessary

3. For continued 1 and 2 incidents or an increase in severity of difficult behaviours	<ul style="list-style-type: none"> • consistent refusal to comply • swearing or other verbal abuse towards children or adults • damaging property 	<p>Use of de-escalation script</p> <p>Use of steering or guiding</p>	<p>Protective consequence</p> <p>Parent to be informed</p> <p>Start analysing behaviour using Risk calculator, Anxiety Maps and Predict and Prevent forms.</p>
4. For continued 1, 2 and 3 incidents or dangerous behaviours	<ul style="list-style-type: none"> • stealing • vandalism • racism • violence • persistent bullying • physical assault on staff • personal verbal attack • severe defiance • criminal damage to school property • out of control physical assault on another pupil 	<p>Use of de-escalation script</p> <p>Use of steering or guiding</p> <p>Seek SLT support</p>	<p>Protective consequence</p> <p>SLT member to inform/meet parent</p> <p>Predict and Prevent forms to be updated</p> <p>If more information is needed Roots and Fruit and Risk Reduction Plan to be considered.</p>
5. If above persistent or increasing dangerousness		Internal exclusions (length and times determined by SLT)	<p>SLT member to inform/meet parent & child</p> <p>Predict and Prevent/Risk Reduction Plan to be reviewed and updated.</p>
6. If there is no improvement and the learning and welfare of themselves, staff and other children are being put at risk on a daily basis:		Temporary exclusion (determined by Headteacher/Deputy Headteacher)	<p>Headteacher/Deputy Risk reduction plan to be implemented for pupil's return.</p> <p>Headteacher to meet with parent & child before returning.</p>

NB: This will not be followed verbatim for exceptional cases where a child(ren) has particular needs.

Where anti-social behaviours occur staff will promote the behaviour that they need to see and then seek to discover an explanation and solution for the behaviour. (See the flowchart in Appendix 1)

Logical Consequences

When dealing with anti-social behaviours staff may be required to implement a consequence or sanction. These consequences will be relative to the action.

A **Logical Consequence** is defined as:

- a conclusion derived through logic
- something that logically or naturally follows from an action

A Logical Consequence may take the form of:

Protective consequences:

- removal of a freedom to manage harm eg increased staff ratio, limited access to outside space, escorted in social situations, no availability of minibus/car, differentiated teaching space, exclusion

Educational consequences:

- the learning, rehearsing, or teaching so the freedom can be returned eg completing tasks, rehearsing, assisting with repairs, educational opportunities, research, conversation and exploration

De-Escalation

When faced with potentially harmful behaviour staff will use our de-escalation script. The pupil will be spoken to calmly, assertively and respectfully at all times. The following phrases will not be deviated from and can be repeated:

- child's name
- I can see something has happened
- I am here to help
- talk and I will listen
- come with me and.....

During this period, the child will be given physical space and time to recover and respond to requests. The following de-escalation body language will be used:

- outside of an outstretched arm
- good distance
- standing to the side
- relaxed hands
- managing height

Example of de-escalation body language:



Where de-escalation has not been possible, and difficult or harmful behaviour continues, the child will be guided from the classroom to a place of safety with the assistance of another member of staff. If this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. A member of staff will always remain with the pupil, but at a safe distance. At this point it is important not to raise the stress of the child

further. Staff will maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation. (See Appendix 9 for guiding and steering strategies)

Recording behaviour

Staff are required to record the incident on CPOMS for behaviours related to incident types 3 - 7. When reporting incidents, the following will be included:

- factual telling of the event
- initials of individuals involved
- what follow-up actions and consequences have/will take place
- who has been notified

Records of behaviour are kept electronically. The system helps ensure that pupils can expect fair and consistently applied consequences when required along with positive guidance.

Parents/Carers will be notified of behaviours related to incident types 3 – 7 this may be a conversation at the door upon collection or a phone call from a member of staff.

Our steps are applied to promote positive, safe behaviours and make apparent the distinction between anti-social, difficult, and dangerous behaviours.

Bullying

We aim to promote a climate of positive values which will ensure a secure and happy environment for every pupil. Our whole school policy deals with bullying which contributes to the good health and positive ethos of the school community and forms part of the school's personal and social curriculum. See Anti-Bullying Policy.

Equal Opportunities

We aim to promote equal opportunities for all children and adults and avoid discrimination against any individual or group. Adaptations will be made to suit the individual needs of each pupil in our school. We encourage an open-mindedness and lack of discrimination in the behaviour and language of the staff and pupils. Physical or verbal abuse or harassment of individuals on account of their race, religion, disability, gender, or sexual orientation will not be tolerated. All staff will be alerted to any signs of harassment and take appropriate action based on clear rules which are backed by sanctions. A new incident on CPOMS will be added if an incident of this nature occurs. Our equal opportunities policy forms part of the schools' personal and social curriculum.

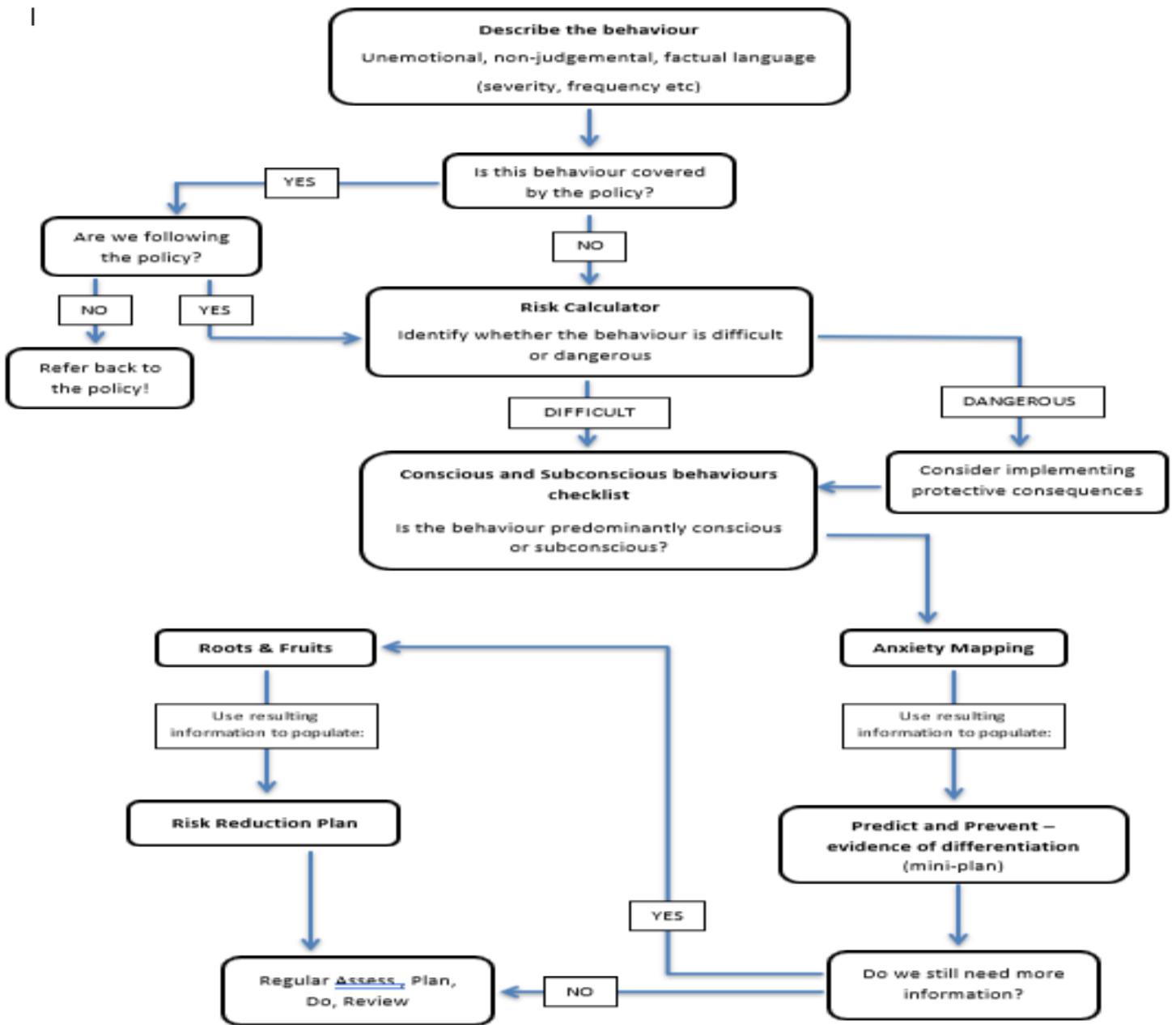
Evaluation and review

The school behaviour policy has been written in consultation with governors, pupils, parents, and staff. The governing body will receive a termly report from the Headteacher regarding pupil behaviour and the implementation of this policy. The review process provides an opportunity to evaluate the effectiveness of this policy. All aspects of the policy will be considered with particular emphasis on the numbers of pupils having their name recorded for negative behaviour, parental satisfaction, and specific improvements in pupils' achievement.

Appendices

1. Flowchart of behaviour intervention
2. Risk Calculator
3. Conscious behaviour checklist
4. Subconscious behaviour checklist
5. Anxiety mapping
6. Predict and prevent mini plan
7. Roots and fruit analysis
8. Risk Reduction Plan
9. Touch Policy

Appendix 1



Appendix 2

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Appendix 3

Conscious Behaviour Checklist

Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave antisocially?	
What is the motivation to behave pro-socially?	
What are the expected consequences? (Limits to freedom)	
How can I impact on the child's beliefs or values?	

Subconscious Behaviour Checklist

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is over stimulating or overwhelming them?	

Predict and Prevent

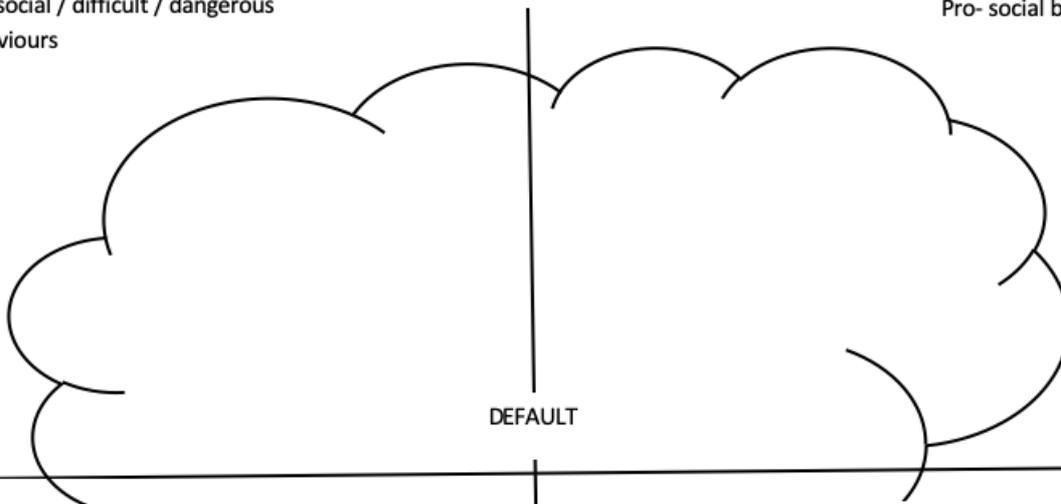
	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of Action <u>Prevent it</u>
	+5	These items overwhelm the pupil • • • • •	Planned differentiation required to reduce anxiety • • • • •
	-		
	+2	These items run the risk of overwhelming the pupil • • • •	Monitoring needed • • • •
	+2	These items run the risk of overwhelming the pupil • • • •	Monitoring needed • • • •
	0		
	-2	These areas run the risk of developing an over reliance • • • •	Monitoring needed • • • •
	-		
	-2	These areas have developed an over reliance • • • • •	Differentiation needed to reduce this over reliance • • • • •
	-5	• • • • •	• • • • •
Increased Dependency			

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

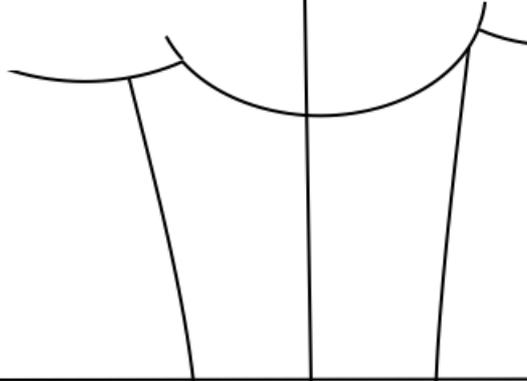
Anti-social / difficult / dangerous Behaviours

Pro- social behaviours



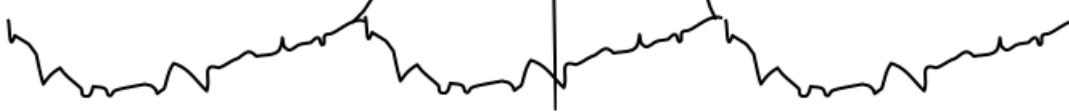
Anti-social / negative feelings

Pro-social / positive feelings



Anti-social / negative Experiences

Pro-social / positive experiences



Risk Reduction Plan

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

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

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Statement on the use of Physical Interventions



- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
 - ❑ to comfort a pupil in distress (so long as this is appropriate to their age)
 - ❑ to gently direct a pupil
 - ❑ for curricular reasons (for example in PE, Drama etc)
 - ❑ in an emergency to avert danger to the pupil or pupils

- In all situations where physical contact between staff and pupils takes place, staff will consider the following:
 - ❑ the pupil's age and level of understanding
 - ❑ the pupil's individual characteristics and history
 - ❑ the location where the contact takes place (it should not take place in private without others present)

Within Merrylands Primary School and Nursery this means that as a member of staff may physically guide, touch, or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

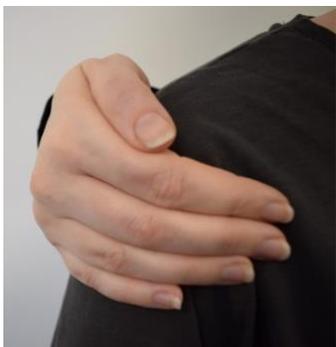
Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort or guidance.

How Do We Use Touch?

Steering or guiding

Closed mitten



Closed mitten (used to draw a student close)

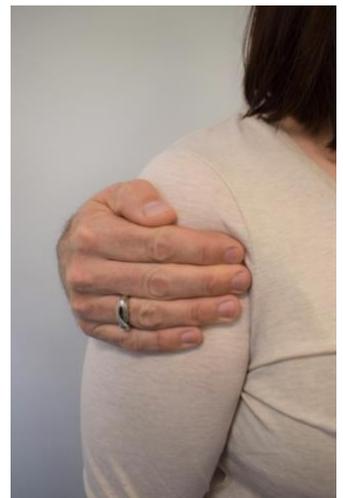
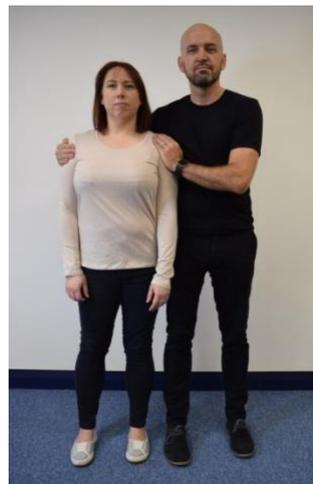
- fingers and thumb together. The hand will remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Offering an arm (to support, guide or escort)



- hip in
- head away
- sideways stance
- arm is offered
- student accepts the invite
- draw elbow in for extra security

Supportive hug (to support, guide, or escort)



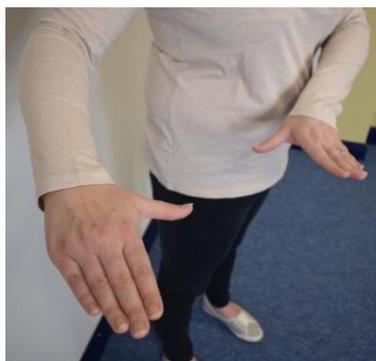
To communicate comfort or reward:

- hip in
- head away
- sideways stance
- closed mittens contain each shoulder
- communicate intention
- use 'de-escalation script' if needed

Supportive arm (to support, guide, and escort)

- hip in
- head away
- sideways stance
- positioned behind the elbow
- closed mittens used above the elbows to maintain safe shape (penguin shape)
- communicate intention

Open mitten



- fingers together
- thumb away from fingers
- palms parallel to floor

The hand will remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten guide (to protect or turn)



Open mitten guide (to communicate)



Open mitten guide – paired



- open mitten hand, placed on the arm above the elbow
- safe shape (penguin shape)
- palm parallel to the floor
- staff positioned behind with extended arm
- communicate intention
- use 'de-escalation script' if needed

Open mitten escort (to support, guide, and escort)



- hip in
- head away
- open mitten hands above the elbows
- safe shape (penguin shape)
- arm resting across the shoulders
- communicate intention
- move assertively (prevent kicking / dropping)

The hand will remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

When difficult or dangerous behaviours occur, the school will follow the flowchart in Appendix 1.

There may be other occasions when physical contact is used. It will be acknowledged that some children will not want to be touched and this will be respected.

Hugging

At Merrylands school, when touch for comfort staff will use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. Hugging can be used either standing or seated.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint and is not an acceptable strategy for managing behaviour. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

Lap-Sitting

Lap-sitting is discouraged, so neither staff nor child is vulnerable. Children will be taught to seek comfort/attention through other means. If a pupil attempts to sit on an adult's lap there will be immediate active guidance to a more appropriate seating position alongside the adult.

Biting

If a child bites a member of staff, they will support the back of the head with a closed mitten and *then push into* the bite. The staff understand that they will not pull away as this can result in tearing of the skin. This will apply if a child is not releasing a bite on a peer.

All staff at Merrylands Primary School and Nursery have a 'Duty of Care' towards the pupils in their care. Therefore, if a pupil is likely to be at risk from harm if they do not physically intervene in an emergency situation, they will take action. The action they take will be dependent on the dynamic risk assessment that they make at that moment in time.

Parents/carers will be made aware of this statement when their child is admitted to this school