

# Behaviour for Learning Policy

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## Discipline policy statement

“Under the School Standards and Framework Act 1998 the head teacher is responsible for taking measures to secure good behaviour in line with any written statement of general principles prepared by the governing body. Because of the wide experience of governors, the governing body can give valuable help in setting high standards. The governing body also has the right to provide specific guidance to the head teacher on particular disciplinary matters, and the head teacher must take this guidance into account. However the head is responsible for putting all general principles into practice and for dealing with individual cases”. (Guide to the Law, Chapters 13, paragraph 2).

We acknowledge that we have legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND). This meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

## Our Ethos

We believe that children learn most effectively in a secure and caring environment, where each individual can strive to reach his/her potential and feel a happy and valued member of the school community.

This can be achieved where there is effective discipline. The most effective discipline is self-discipline, where children are encouraged to take responsibility for themselves wherever possible, so that they can become independent, thoughtful and responsible adults. We encourage children to be caring individuals who show respect and consideration towards others whatever their race, culture, gender, ability or disability and to treat all property sensibly and responsibly both within school and the wider community.

The primary aim of the behaviour for learning policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way by:

- Encouraging children to understand the responsibility they have to manage their emotions and behaviour in school and beyond
- Ensure children understand the rights they and others have to be in an effective learning environment where good choices of behaviour are recognised
- Promoting self esteem
- Focusing on learning to learn
- Helping children to problem solve
- Understanding and managing emotions
- Developing resilience
- Encouraging self-motivation
- Developing social skills

## General Principles

- Good order and an understanding of what is acceptable behaviour are essential requisites for an effective learning environment and the community beyond school.
- Good behaviour should be based on the over-riding principle of consideration for others
- Behavioural standards should be maintained by positive re-enforcement rather than by negative censure, but breaches of the school's Charter for Living and Learning should always be addressed and there will be a clear system of negative consequences where a child makes in-appropriate choice in their behaviour.
- The negative consequence should be made clear to all pupils, parents and staff and should be aimed at pupils taking responsibility for the choices they make rather than punishment.
- We understand that children need to learn skills to make good choices in their behaviour.
- Children who disclose bullying will always be treated seriously.

## Objectives

- Encourage children to be responsible for their own behaviour
- To ensure that children understand their right to learn in a safe environment without disruption from others behaviour choices.
- To ensure that children understand that there are positive and negative consequences to their actions.
- To develop a consensus of expectations regarding acceptable behaviour i.e. right and wrong. Both in school and within part of a community beyond.
- That all staff, children, parents know the importance of discipline in school.
- To develop a positive ethos where there is belief that appropriate behaviour can be learnt.
- To ensure that all staff implement the policy fairly and consistently.
- To develop a well-disciplined atmosphere in school where effective learning can occur.
- To help develop a caring attitude to each other, to value and listen and respect the views of other people.
- To help keep children safe by ensuring they develop consideration for their own and others' safety.
- To help children understand the importance of being polite and using good manners.
- To help children develop responsibility towards others and themselves.
- To develop children's communication skills so that they can express feelings without becoming frustrated.
- To nurture pupils' esteem.

## Partnerships with Parents

The Mead Academy Trust works collaboratively with parents, so children receive consistent messages about how to behave at home, at each school and within the community. We explain the schools Golden Rule and our Charter for Living and Learning in this document.

We try to build a supportive dialogue between the home and each school and we inform parents immediately if we have concerns about their child's welfare or behaviour. We respond promptly to concerns. If school has to use a consequence to sanction a child we expect parents to be supportive.

## Partnerships with the Local Community

We are committed to our local community, we support and encourage children to make good behaviour choices beyond the school gate and acknowledge that this is one of the more challenging times for our children.

If a child is seen to be making poor behaviour choices beyond school, whether taking part in a school organised or related activity; travelling to or from school; wearing school uniform or identifiable as a pupil at school, we will follow the procedures stated in this policy. This policy also applies outside of school when poor behaviour choices of a child, could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## Positive Behaviour

The Mead Academy Trust notices and rewards good behaviour both within school, and if spotted outside of school hours, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Through a range of curriculum activities pupils will be taught appropriate behaviour e.g. respect for themselves and others, rights and responsibilities, empathy, fairness and caring.

We endeavour to create a playground environment where there are a range of activities and opportunities so that children will be actively involved in making choices about what they do. We believe that by providing a stimulating environment children will be more likely to make good behaviour choices.

# Our Charter for Living and Learning



## OUR GOLDEN RULE Treat people as we would like to be treated

Our purpose is to encourage, support and develop every child so that they reach their full potential



We prepare children to live responsibly and peacefully in the spirit of understanding, tolerance, equality and friendship

### Our Relationships



#### We have a right to

- Feel safe and happy
- Belong, and enjoy school

#### We have a responsibility to

- Think kind thoughts and speak kindly
- Be gentle
- Be polite
- Be helpful
- Co-operate and collaborate
- Resolve problems peacefully
- Understand and celebrate difference

### Our Learning



#### We have a right to learn

#### We have a responsibility to

- Take control of our learning
- Identify and solve problems
- Be creative and express our ideas
- Help, support and encourage others

### Our Environment



#### We have a right to

- A vibrant and exciting environment where we can flourish
- An environment that can be enjoyed by all

#### We have a responsibility to

- Look after our school
- Take care of our resources
- Reduce, re-use and re-cycle

Friendship • Respect • Equality • Determination • Inspiration • Courage • Excellence

## Our Charter for Living and Learning

We encourage children to make good behaviour choices using our Charter for Living and Learning and Golden Rule:

### **To treat people as we would like to be treated.**

Each class displays the Charter and it is used to support the children with their behaviour choices.

Alongside our Charter for Living and Learning each class develops their own Class Charter.

‘Class Charters’ will be negotiated with each group of children and will be based on the rights and responsibilities of all members, including adults. All individuals involved are expected to sign their class charter to show their agreement.

There will be additional charters for some other activities, for example Circle-time, use of technology, playtimes and P.E.

### **Examples of specific charters:**

#### Classroom

- Listen when someone is speaking to you
- Put your hand up to ask a question during carpet times
- Keep your hands and feet to yourself.
- Share and take turns with equipment.

#### Circle-time

- Only one person speaks at a time
- We listen to the person who is speaking
- We laugh with but not **at** people

#### Playtime

- Share and take turns
- We look after each other
- We use gentle words and gentle touch.

**The 5 Point Scale System**

The 5 point Scale is a strategy that is being used with great success in many areas of behaviour management. It has been developed to reflect our practice in a visual way, making access simple and easy. The principle of the five point scale is an agreed numerical scale around any situation you may need support in. We have designed a scale that outlines behaviour choices and the consequences at that point on the scale. There are 5 point scales displayed in every class to remind children of their choices and the consequences of them.

**OUR GOLDEN RULE**  
**Treat people as we would like to be treated**

Behaviour Choices	Scale	Consequences	
You have made a poor choice and are not responding to adults who are trying to help you	5		<ul style="list-style-type: none"> <li>You have disrupted learning or spoiled play, other people may be hurt or upset.</li> <li>You will be moved away from your friends and classmates. You will be sent to another grown up, who will decide when you can return. You may lose Golden Time or playtimes.</li> </ul>
You have made a poor choice but you are letting an adult help you.	4		<ul style="list-style-type: none"> <li>You have disrupted learning or spoiled play, other people may be hurt or upset.</li> <li>You may lose Golden Time or playtime, or be moved away from your friends and other children</li> </ul>
You are beginning to make poor choices - think about how to turn it around	3		<ul style="list-style-type: none"> <li>You are not learning and people might not want to be with you</li> </ul>
			<ul style="list-style-type: none"> <li>You are learning and have friends</li> </ul>
You are making good choices when it is difficult	2		<ul style="list-style-type: none"> <li>You are learning and have friends</li> <li>Praise, stickers and Golden Time</li> <li>You feel proud and others are proud of you</li> </ul>
You are following the charters and making good choices	1		<ul style="list-style-type: none"> <li>You are learning and have friends</li> <li>Praise, stickers and Golden Time</li> </ul>

## Thrive Approach

<https://www.thriveapproach.com/>

The Thrive Approach is a specific way of working with all children that helps to develop social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional well-being
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way

Appropriate for all children from birth to adulthood, The Thrive Approach draws on the latest research into brain science, child development theory and attachment theory. It helps us to understand how babies' and children's brains develop, and how parents, teachers and other professionals can best support this development by providing the best experiences for the children at each developmental stage.

Trained Thrive Practitioners (within The Mead Academy Trust) access an assessment tool and activity planning resource called Thrive-Online. This is used to check that children are working appropriately for their age, and to develop activities that ensure that they are as emotionally and socially supported as they can be. This can be done for groups of children (sometimes whole classes) or individuals. An individual assessment will identify specific strategies and activities for supporting a child. These activities can be delivered as a 1:1 intervention, or part of a group.

Let's help every child  
**thrive** 

## Management Strategies and Techniques

Where it is considered that a child's inappropriate behaviour is the result of not learning appropriate behaviours, the following management strategies, based on learning theory principles, could be used:

- Positive reinforcement of appropriate behaviour
- Tactical ignoring of inappropriate behaviour
- Modelling by staff, parents and peers
- Prompting and encouraging

Management Strategies and Techniques:	
Expectations	<ul style="list-style-type: none"> <li>• Ensuring there are positive expectations and boundaries.</li> <li>• Providing a high level of consistency between all adults who work with the children</li> </ul>
Routines	Providing structure and routine where the child learns to predict events and the consequences of his/her actions.
Modelling	Modelling appropriate responses and behaviour by staff, parents and peers.
Reminders	Reminding, prompting and encouraging – verbal, physical and gesturing to make good choices.
Raising behaviour awareness and ownership	Cue in the class, brief description of the behaviour, describe the required behaviour and thank the children. <i>“Excuse me everybody, there are some people still talking, we need to be ready to learn with voices off, thank you”</i>
Reinforcement and ignoring.	Praise and positive reinforcement of desired behaviours and tactical ignoring of inappropriate behaviour. Ignoring secondary behaviours after giving a behaviour cue, eg. rolling of eyes, sighing and negative body language.
Language	<ul style="list-style-type: none"> <li>• Use clear, simple language and direction</li> <li>• Use the language of choice</li> </ul>
Stilling and mindfulness	Guided journeys - stilling allows children time to be calm and reflect.
Calm Areas	Throughout the school there are areas that children can use to calm themselves. These areas may be used when directed by an adult or when a child recognises they need it.
Daily Physical Activity	10 minutes of physical activity everyday helps children to manage their energy, re-focus, increase attention, and reduce anxiety.
Bubble Time	This provides children the opportunity for one-to-one time with a familiar adult to talk through any issues or personal experiences.

Management Strategies and Techniques:	
Circle Time	<p>We aim to develop our pupils into independent, sensible and caring adults. Children need to listen and be listened to. They need to understand others whilst recognising their own strengths and weaknesses. A way to develop these skills is through Circle Time. Circle Time has an intrinsic role in developing self-esteem.</p> <p>Circle Time is a positive activity where children:</p> <ul style="list-style-type: none"> <li>• Listen to each other</li> <li>• Learn the importance of taking turns</li> <li>• Help each other with behavioural issues</li> <li>• Raise issues of concern in a safe place</li> <li>• Celebrate achievements</li> <li>• Discuss and make class/whole school decisions</li> <li>• Solve problems and issues</li> </ul> <p>Each class will have a circle time box where children may raise issues anonymously or privately.</p>
Opportunities to take Responsibility	<p>Giving responsibility to the children helps them to take pride in their school, and to have a sense of shared expectations and ownership. Examples of how we give responsibility include:</p> <p><b><u>Classroom environment and routines</u></b> Classroom monitors e.g. light monitor, milk and fruit, register, cloakroom, pencils, friendship etc. The 'jobs' are negotiated with the children to best meet the needs of the class.</p> <p><b><u>Supporting happy playtimes</u></b> We have a system of playground responsibilities. Children volunteer within their class to support on the playground in roles including such as, we also have Dance Leaders and Sing up leaders, Year 6 children have the opportunity to be Young Leaders and support younger children in active playtimes.</p> <p><b><u>Supporting happy Lunchtimes</u></b> Children in Years 5 &amp; 6 have responsibilities at lunchtime to support younger children. They may support by:</p> <ul style="list-style-type: none"> <li>• Getting a jug of water for the table</li> <li>• Making sure everyone has a drink</li> <li>• During the winter months, making sure the children have their coats, hats, scarves and gloves on before they go out to play</li> <li>• In the summer, making sure they have a hat on</li> <li>• Talking to the children</li> <li>• Encouraging them to eat all their lunch</li> <li>• Making sure they are feeling happy,</li> <li>• Making sure the table is left clean and tidy for the next sitting.</li> <li>•</li> </ul> <p><b><u>Whole school responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• Groups and individuals undertake tasks such as supporting staff leading the assemblies i.e. setting up the laptop, helping with the microphone, tidying away.</li> <li>• Our 'Ambassadors', Y6 children act as guides for visitors to the school.</li> <li>• Eco buddies, are responsible for switching the lights off, composting and whole school environmental issues</li> </ul> <p>Sports Council are responsible for playtime, golden time activities and raising the profile of sport</p>

## Management Strategies and Techniques:

- Time out
- Thinking time
- Think Cards – (Number 3)  
Staff use small number cards (matching the five point scale) as a visual reminder to children of the importance of our behaviour expectations. Showing a child a numbered card provides a way of informing the child where they are on the five point scale this enables them to reflect on their behaviour choices. The card is not a punishment. It is a chance for a change in behaviour offering the child a cue to think. It should avoid the need for confrontations or learning time to be disrupted.

- Use of ABC charts (Antecedent, Behaviour, Consequence discussion with a member of staff)

ABC chart to accompany IBP targets

Name:-  
DOB:-  
TA supporting:-  
Class teacher:-  
Week Beginning:-

Antecedents	Behaviour	Consequence

Reflecting on choices

- Think Sheets

**Think Sheet**

My Name: \_\_\_\_\_ Class: \_\_\_\_\_

What I did

  
  

Did I ignore a Golden Rule? \_\_\_\_\_ Which one? \_\_\_\_\_

How do I feel?

How do other people feel?

What can I do to help put it right?

Adult: \_\_\_\_\_ Date: \_\_\_\_\_

Behaviour Log: Y/N      Loss of Golden Time/Playtime:  Minutes

Thinking about your choices

Scale		your choices/feelings – up the scale ↑	your choices/feelings – down the scale ↓
5			
4			
3	 		
2			
1			

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Completed with: \_\_\_\_\_ Date: \_\_\_\_\_

## Positive and Negative Consequences

Traditionally these measures have been referred to as rewards and sanctions. The change of language used is important because children need to be supported in taking responsibility for their own behaviour. 'Rewards' and 'sanctions' are viewed as external measures applied 'to' them.

**However, it is our aim that children understand that all choices have a consequence. The children are encouraged to make good choices and accept that the consequences of their behaviour may be positive or negative.**

## Positive Consequences

Positive consequences are used to encourage good choices:

- Smile, wink, thumbs up
- Targeted verbal praise, e.g. 'Well done for...' 'I like the way you...'
- Stamps, stickers, certificates, postcards, star of the week, tokens/cubes/pasta in the jar.
- Visiting parallel class, another teacher, a member of the leadership team, Head of School and celebration assembly.
- Feedback to parents (verbal message, note in individuals reading log, photocopy work and send home, celebrate good behaviour during parent conversations)

### Tokens in the jar

Tokens, cubes or pasta are given to individual children and to a class or group members for making good choices. They get put into a jar and are collected. Once the jar is full, the class have a reward. Rewards are agreed at the onset with the whole group so they know what they are working towards.

### Golden Time

At River Mead and The Mead, a period of time is set aside each week where children have a 'golden' time because they have followed the Living and Learning Charter during the week and have followed the Golden Rule. If golden time is truly 'golden' then the majority of pupils will be reluctant to miss it and will take responsibility for their own behaviour accordingly.

In addition to the whole school strategies staff may deploy additional positive consequences for individuals or the whole class. This helps the behaviour policy to be applied in a dynamic and constructive way.

For example:

- Silent cheer
- Individual receiving tokens, cubes or pasta (which contribute to whole class reward)

## Negative Consequences

- Look
- Quiet reminder of the consequence. Verbal warning - for example :
- Yellow number 3 Card
- Deferred consequences – talking through and giving consequences after the event – this could be later that day or even the following day.
- Time out in class.  
The purpose of time out is to give children the chance to reconsider their behaviour choices and sometimes to give others respite. During time out children are required to sit quietly (maybe focusing on a sand timer or calming activity). They are **not** standing in a corner or outside the room.
- Time out – out of class (with timer)
- Time out – on the playground – walking round with duty member of staff, or at a picnic table.
- Loss of Golden Time in 2 minute intervals, it cannot be earned back
- Communication to the parents in form of a telephone call, letter or discussion.
- Internal exclusion (time out from class within the school)

Refusal to accept the above consequences will result in:

- involvement of a member of the leadership team
- removal of the child from the class

## Safe Touch and Positive Handling Intervention

***“Touch is the vehicle through which we comfort one another and are comforted, via hugs or clasps of the hand.”*** Howard Cutler

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

## Safe touch to support emotional development

The Mead Academy Trust adopts an informed, evidence-based decision to allow safe touch in special cases as a developmentally appropriate intervention that will aid healthy emotional growth and learning.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop neuronal pathways to initiate calming and self-soothing unless, and until, this safe emotional regulation has been experienced within a positive relationship with a significant adult.

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely. In recognition of this, under special, agreed and supervised conditions, specially trained staff will consider using safe touch, or positive handling interventions, as one of the means available to them, for example to calm a distressed child, to contain an angry or out of control child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

## Positive Handling Intervention

Positive Handling Interventions are appropriate when a child:

- is hurting himself/herself or others,
- (or is likely to hurt himself/herself and/or others) or
- is damaging property, and/or
- is incensed and out of control, so that all verbal attempts to engage him/her have failed.

Refraining from physically, safely holding a child in the face of their intense grief, stress and/or rage reactions can lead to a state of hyper-arousal, in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

Staff are trained in de-escalation and positive handling holds, which equip them in the safest and gentlest means of holding a child that is entirely designed to enable the child to feel safe and soothed, and to bring him or her down from uncontrollable states of hyper-arousal.

Whilst limits and boundaries in such circumstances can be a vital corrective emotional experience, without such an intervention (holding) the child can be left at risk of actual physical or psychological damage.

To ensure positive handling interventions are used appropriately, we use the following guidelines:

- Positive handling interventions should be carried out by trained staff.
- A child requiring positive handling interventions should have Individual Behaviour Care Plan or Risk Assessment and its use recorded and monitored.
- Where touch is used, contact should be brief and gentle, on clothed or publically visible parts of the body: hands, arms, shoulders, head, hair, shoes.
- TWO Adult rule: No adult should use safe holding when alone with a child.
- After an incident of safe holding, parents should be informed and the incident recorded in 'the red book'
- All individuals involved in the incident should have the opportunity for a debrief (children and adults).

Such necessary interventions are fully in line with guidelines set out in the Government Document, 'New Guidance on the Use of Reasonable Force in School.' (DfEE 1998) and 'Use of Reasonable Force' (2013)

## Use of Reasonable Force

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Prevent/stop a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

*Source: Extract from Department of Education, Use of reasonable force Advice for head teachers, staff and governing bodies - July 2013 Section 93, Education and Inspections Act 2006*

## Unsafe Touch

- At no point and under no circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.
- No unsafe touch: Any touch that is considered invasive or which could be confusing, traumatising or experienced as eroticising in any way whatsoever, is unacceptable and should any such touch be used it would be deemed as the most serious breach of the Code of Ethics warranting the highest level of disciplinary action.

## Explosive or Aggressive Incidents

When children do not yet respond appropriately at the ‘trigger’ or ‘fuse’ stages they are likely to need adult support to regain control after an explosive/aggressive incident. It is important to remember that at this stage the child will be in a highly emotional state and unable to think rationally. Staff will also find it difficult to respond quickly and appropriately as they too may be functioning at a higher emotional state. It may be appropriate to have a deferred consequence (talk to the child when they are capable of debriefing calmly)

The following offer a practical response to the anger arousal cycle:

### Do

- Remember this child needs your help to regain control
- Use non-threatening body language – intersperse normal eye contact with looking away briefly, turn your body so that it is at a slight angle to the person (this is also safer for you physically).
- Remain controlled, Match the mood – actively listen, acknowledge the problem. Match the general arousal level with your voice and body movements. The child will then begin to mirror your behaviour and you can slowly modify this to bring the child’s mood down.
- Keep talking – show genuine concern and understanding, offer reassurance and support. You need to be perceived as someone who can offer help. (This can have implications for the involvement of staff that a child sees as mainly a figure of authority).
- Speak firmly and give clear directions, use simple language and possibly use the broken record technique.
- Avoid provocative phrases e.g. ‘don’t be silly’
- De-personalise the issue, for example refer to the Charter for Living and Learning etc.
- Once you are engaged move into problem solving as a way of moving to a safe place.

### Don’t

- Use positive handling intervention unless other strategies have been tried and there are significant risks to personal safety and/or property.

### Safety

- Adults need to move towards an appropriate space to support containment of the specific child
- Send for help (using red help card) – tell the child you are doing this to support them and help them regain control.
- Remove any audience
- Move away from or remove potential weapons

- Keep a safe distance – angry people are likely to need at least 3 times as much personal space.

In case of continuous inappropriate behaviour (for example persistent violent behaviour, bullying, racist comments, use of inappropriate language, rudeness to an adult, theft, disruption of lesson time) class teachers must consult the WGRSS to support the level of intervention required .

If inappropriate behaviour persists external agencies will be contacted and a referral will be made to local authority professionals.

For children in Foundation Stage 2 referral will be made to the Early Years Intervention Team.

Incidents of serious misbehaviour will be logged in the schools behaviour incident log including a written report by the staff involved. Incidents of racial harassment are reportable on a Racial Harassment Incident Report Form.

## Exclusion

A decision to exclude a child will be taken only:

- In response to serious breaches of the school's behaviour for learning policy and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

Before a child is excluded, in most cases, a range of alternative strategies should be applied.

The current guidance “**Exclusion from maintained schools, Academies and Pupil Referral Units in England**“ September 2012. (A guide for those with legal responsibilities in relation to exclusion) is referred to for guidance and best practice in relation to the use of fixed term and permanent exclusions. A decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Paragraph 15 of the above guidance states that a decision to exclude a pupil permanently should only be taken:

- **in response to serious or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school**

## Bullying

‘Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave’ Preventing and tackling bullying- Advice for headteachers, staff and governing bodies March 2014

We believe –

- We should feel safe inside and outside of school
- We should feel brave enough to report bullying
- We should sort out bullying with sensible behaviour and with a happy ending for everyone

Bullying is verbal, physical or virtual behaviour which is –

- Deliberately hurtful
- Repeated over a long time
- Difficult for people to defend themselves against

### Wiltshire’s adopted definition

**‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’** (This is also the DCSF’s definition, from: *Safe to Learn: Embedding anti-bullying work in schools*. DCSF, 2007)

We create a supportive climate in the school which values self-esteem and self-confidence. We make it clear that bullying will not be tolerated. In order to promote an anti bullying ethos in our school, each class has an Anti-bullying Charter and the children sign up to the promises listed on it.

The Charter will also be displayed in shared areas around the school such as the hall, intervention rooms and staff areas. We teach pupils how to constructively manage their relationships with each other and integrate some very effective anti bullying strategies into our provision across the school for example cooperative group work, circle time and playground friends.

The school actively engages in the annual National Anti-Bullying Week.

The clear process of investigation that we follow if bullying is disclosed or observed is illustrated below. This process of investigation seeks to resolve the situation in a calm and mature manner, with the children seeking to find possible solutions.

For children who aren’t prepared to inform staff about their problem we will observe for signs of bullying, such as unwillingness to come to school, withdrawn isolated behaviour, and complaints about missing possessions. Staff will use their knowledge of pupils to identify changes in behaviour that might indicate bullying.

Should an incident, either during the school day or outside of school, be reported by pupils, staff, parents or any other adults we follow a clear process of investigation. We seek to resolve situations by involving the children in exploring possible solutions in a calm and mature manner.

