

Cecil Road Primary & Nursery School
Together we achieve more



Behaviour Policy

Ratified by Governors	06/12/2023
Reviewed	20/10/2023
Next review	06/12/2024

At Cecil Road Primary and Nursery School, we have high expectations of all learners and aim to support them with their social and emotional development as well as their learning needs. It is important to us that we build the skills, knowledge, understanding and positive attitudes necessary to help all our children become honest, responsible, respectful citizens of the future.

Our broad and balanced curriculum is relevant, engaging and provides opportunities to achieve academic success as well as equipping them with skills for life. Our staff provide bespoke interventions, to target developmental gaps and enable learners to manage their behaviour and regulate their emotions so that they can form meaningful relationships throughout their lives.

We also use Restorative Approaches to build and maintain a sense of community and to provide our learners with the ability and attitude to respect the viewpoints of others and, when necessary, take responsibility for resolving conflict and putting things right.

Our Policy:

We aim to articulate the central values, rights and responsibilities that underpin the management and development of student behaviour within our school. It is written in the belief that an understanding, shared throughout the school, of principles, procedures and practices, is the most effective method of achieving a united school community of which all its members can be proud. It incorporates the requirements of the Prevent Duty into this and other policies and reflects the SMSC agenda and promotes British Values.

In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between adults at home and at school. The policy will be applicable in school, on school trips and, where appropriate, when learners are representative of the school in their journey to and from school.

Our Governing Body believe the principles of behaviour at Cecil Road Primary & Nursery School are:

Rights and Responsibilities

Everyone has the responsibility to ensure that Cecil Road Primary and Nursery School is a safe place in which to learn, work and play.

- Children have the right to work, learn and play in a friendly and safe school.
- Teachers and staff have the right to teach and work in a friendly and safe school.
- Parents and Carers have the right to feel welcome and know that their children are learning, working and playing in a friendly and safe school.

School Rules

Our school rules were agreed with staff and school council, they are on display around the school. They are regularly referred to in assemblies and throughout the school day. They support the understanding of the behaviour expected within the school.

- We listen to others.
- We look after our school and everything in it.

- We always try our best.
- We have kind hands, kind feet and use kind words.
- We move quietly and calmly around our school.

Our school rules are closely linked to our core values.

School Values Our 5 C's

Commitment – Always working hard and trying our best

Creativity – Using what we know to create something new

Courage – Being able to take risks and try new ideas

Cooperation – Taking turns, sharing and working together

Compassion – Caring about others, treating them with kindness and helping each other

At Cecil Road we believe:

- All of our learners want to behave well
- Behaviour is a means of communication
- Mistakes are part of the learning process
- With support from staff and parents, learners can learn to self-regulate and manage their behaviours
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Staff can support our learners by

- Being aware of the relationships they have with children and adults
- Being consistent in expectations, language linked to behaviour and communication
- By observing, gathering and analysing behaviour data to ensure any interventions are personalised and planned to according to the needs of the individual
- To work in partnership with the Inclusion Team and parents to ensure children's needs are met and children can self-regulate their behaviours.

Positive Behaviour Management

At Cecil Road Primary and Nursery School we believe we have a responsibility to help children understand that they have to make the right choices about how to behave and help them develop the strategies to make appropriate choices. We believe that children's well-being is very important to their learning. We try to find every opportunity to praise and encourage children and promote their self-worth and self-esteem.

The steps in our Behaviour Policy are a guide and may not work or be appropriate for every child.

We have a number of reward systems in place within the school that recognises and values positive behaviour. The rewards system is altered to suit the needs of the pupils in our early years in both Nursery and Reception, where a warning and time out system (three minutes for Nursery and five minutes for Reception age children).

- Zones of Regulation
- House Point System
- Values Assembly
- RWI 3 step behaviour prompts

Zones of Regulation

At Cecil Road we understand the importance of emotional regulation. We have a whole school policy of zones of regulation which allows children to understand different emotions and recognise what they can do when they feel that way. This helps children to self-regulate.

House Point System

Every child in Cecil Road Primary School belongs to a house. Being in a house means that the children belong to a community within the school where they work together and receive awards for their efforts. Within each class children can earn house points for outstanding pieces of work which are collated and added to an overall total in the school. The winning house in the school each week is rewarded with special time using play/sports equipment at lunch/playtime. The overall winning house each term is then rewarded. At the end of the school year the overall winning house is rewarded with a trip/activity. The houses are also used for sporting events and other activities that take place in school.

Values Assembly

At Cecil Road Primary School we believe in a creative curriculum that develops the whole child as an independent, confident learner who is resilient and not afraid of making mistakes. Throughout school life we work together in a respectful and cooperative partnership and develop a culture that is driven by our five Core Values. Each term we focus on one Core Value and children are recognised for their achievements within this value in our weekly assembly.

Stay On Green – Traffic Lights System

The principle behind this system is:

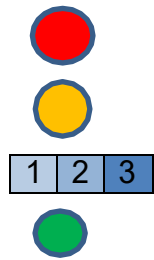
- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That a system is integrated into daily teaching in order to promote positive behaviour and effective behaviour management.

Every classroom in the school has a visual traffic light system on display. The traffic lights are a visual aid that allows the children the opportunity to make a choice about their behaviour. It allows for time for reflection and for time to be given back to the teacher for unacceptable behaviour.

No blanket consequences are given at Cecil Road Primary and Nursery School we believe that an individual has to take responsibility for their own actions.

The children all start every day and every session on a fresh start – green. If a child behaves in an unacceptable way then they are given a verbal warning and a chance to

make a choice to change their behaviour. If the child continues to make the wrong choice there is a system of consequences:



After a verbal warning – the child's name will be moved to a blue square and they will have to give back 1 minute at the end of the lesson.

After a second choice of making the wrong decision the child's name will be moved to the 2nd blue square and they will have to give back 2 minutes of their time for reflection at the end of the lesson.

After a third choice of making the wrong decision- the child's name will be moved to the 3rd blue square and they will have to give back 3 minutes of their time for reflection at the end of the lesson.

Within this period (1, 2 and 3 warnings) the children displaying good positive behaviours can earn all or some of this time back.

In Year R, if a child makes the wrong choice they will be given a verbal warning and shown a sad face, if they continue to make the wrong choice they will be moved to the amber circle and they will have 3 minutes reflection time.

If a child continues to make the wrong choices - the child's name will be moved to the amber traffic light and they will have to give back 5 minutes of their time for reflection and a reflection sheet must be completed with the child at the end of the lesson. This time cannot be earned back.

All the above time that is given back takes place in the classroom with the teacher. If a child continues to make the wrong choice and is already on amber they will be moved to the red traffic light – this means that the child has been unable to make the right decision and has not behaved appropriately in class then they will give back 10 minutes of their own after the session.

If a child is placed on red then a CPOMS behaviour report will need to be completed by the class teacher.

The reflection time will take place in a room with a timetabled member of staff after each session as follows:

1. If a child reaches the red traffic light before morning break – 10 minutes at the start of break time.
2. If a child reaches the red traffic light between morning break and lunchtime – 10 minutes at the start of lunchtime.
3. If an incident occurs during the lunchtime, it is the Head Teacher or Deputy Head who is to take the appropriate and necessary steps in consequences including reflection time (for maximum of 10 minutes) if needed.
4. If a child reaches the red traffic light after lunch and before home time – KS1 10 minutes

from 3.15pm - KS2 10 minutes after school from 3.30pm to 3.40pm.
If a child is staying parents will be notified before the end of the school day.

During this time the child will need to fill out a reflection sheet which should be handed back to the class teacher to keep. The adult will make a judgement as to whether a reflection sheet or a comic strip conversation reflection is completed (see appendix for an example).

We strongly believe that our children should be given the chance to make the right choice after reflection upon their behaviour, therefore every session and every day is seen as a fresh start and every child starts on green again.

Should an incident occur during the lunch time then the HeadTeacher/Deputy Head will make the decisions and reflection time is normally given in the moment.

Communication and Consistency is key

Whole School Expectations

Everyone should walk on the left hand side of the corridor in single file.

Everyone should sing the assembly song on screen or be silent when entering or leaving assembly.

Everyone should hold the doors and wait for people entering the buildings.

At the end of playtimes there is no expectation for children to line up, when the whistle/bell is sounded children can walk directly to their classroom.

Classroom Guidance

Classroom rules should reflect whole school rules and be agreed with all children.

Routines are key to making everyone feel safe – you will need to teach ALL routines – lining up, moving around the classroom, sharpening pencils etc – they must be consistent so everyone knows them.

Visual timetables should be displayed and verbally shared at the beginning of every day with all children – including if something is different from the usual routine. Each subject/activity card should be turned over or taken down after the lesson/activity has finished.

When praising we use specific, descriptive praise. 'Mel, thank you for putting your hand up and waiting patiently'.

Other Guidance

Everyone has a duty of care to ensure all children are safe.

Low Level inappropriate behaviours still require children to take responsibility.

Behaviour	Consequence
Running at inappropriate times	Use child's name Hand up to show stop Ask – Why did I stop you? How can you fix this? What will you do differently next time?
Talking at inappropriate times	Use child's name Fingers on lips At appropriate time Ask – Why did I stop you? How can you fix this? What will you do differently next time?
Swearing or inappropriate language (one off)	Use child's name Put hand up to stop them Ask – Why did I stop you? (could ask them to repeat the word) How can you fix this? What will you do differently next time?
More serious incidents	(a note of these behaviours must be kept)
Name calling (not bullying) including racist, sexist or homophobic language. Bullying must follow Anti-Bullying Policy	Inclusion Team called Use restorative approach Apology given to victim
Damage to school property	Inclusion Team called What damage did you cause? How can you fix this? (suggest they help fix it) Use restorative approach
Threatening or violent behaviours	Inclusion Team called Use restorative approach
If serious injury to damage, child or staff	Head Teacher called.

Some children find it difficult to self-regulate their behaviour and present challenging behaviours, this is when you will need to ensure you remain calm and remember the behaviour is separate to the child.

When praising we use specific, descriptive praise. 'Mel, thank you for holding the door and waiting patiently'.

If a member of staff is faced with a confrontational situation, we ask that a moment is taken for a dynamic risk assessment – remember our aim is to de-escalate.

Staff are strongly advised NOT to stop a child leaving any given space unless there is a risk of injury.

Remain Calm – have a calm stance and be aware of personal space.

Be aware of personal space – you may need to move back.

Stay still – some children may pace or walk away, staff need to try to stay still or seated and remain calm.

Intonation and use of voice – be aware of volume, use of language, and tone of voice

Help Script

Use the child's name to connect

Recognise the child's feelings

Reassure you are there to listen – You talk – I'll listen

Give direction – e.g. let's go into the zone.

Give praise once child is safe and call on inclusion team to continue this.

The Removal of a child

A child is usually removed by a member of the Inclusion Team – the team will then work through the restorative questions.

On return to class, learners are given a fresh start.

Apologies are not demanded.

Staff use agreed script to help learners return successfully. • E.g. "We have talked about the incident and X would like to come back to work now." This indicates to the teacher that no discussion is needed at this time and the learner should be allowed to return quietly to work.

Or "We have talked about it and X would like to talk to you when possible."

Or "X and I would like to talk with you later if possible."

After an incident, all staff aim to repair and rebuild relationships as soon as possible.

The class teacher will be informed if they need to speak to parents or this will be done by the Inclusion Team.

Persistent dysregulated behaviours

If a child's behaviour consistently becomes dysregulated a number of steps are put in place to support the child in self-regulating their own emotions and behaviours.

All trigger charts (appendix 2) are collated and monitored by the class teacher.

If dysregulated behaviour is persistent or becoming more regular – the class team and a member of the Inclusion team should meet to look for triggers, or common factors. Once agreed there is a concern a meeting should be held with parents and child.

At the meeting – concerns regarding behaviours and patterns should be shared and a simple positive support system should be agreed by all and put in place.

Examples: zones of regulation, work with SENCO/FLO on recognising own emotions, reward earning chart, reward losing chart, special job, social stories.

A review date should be set usually 1 or 2 weeks.

If the system has worked at the review meeting– you can agree to continue use or reduce or remove.

If the behaviours have escalated then an emergency review meeting will be called. Here a formal Plan for Success will be created with the Inclusion team and parents – recognising triggers and steps the school will take if the behaviour continues. This will then need to be reviewed.

If the behaviours continue then a meeting will be called and decision to seeking other professional services.

The class teacher must type up any meeting notes and forward to the head teacher.

Positive Handling

There may be rare occasions when a child needs to be physically restrained for their own safety or the safety of others. Procedures will be followed in accordance with the Team Teach approach and training. A record will be kept of any incidents and parents informed.

Exclusions

Exclusion from school will only be used as a final resort when the behaviour is extreme. Instances of when exclusion may be necessary include:

- Serious physical aggression or violence towards another child or adult.
- Persistent refusal to cooperate, resulting in disruption to the learning and/or well being of other children.
- Intentional severe damage of school property.

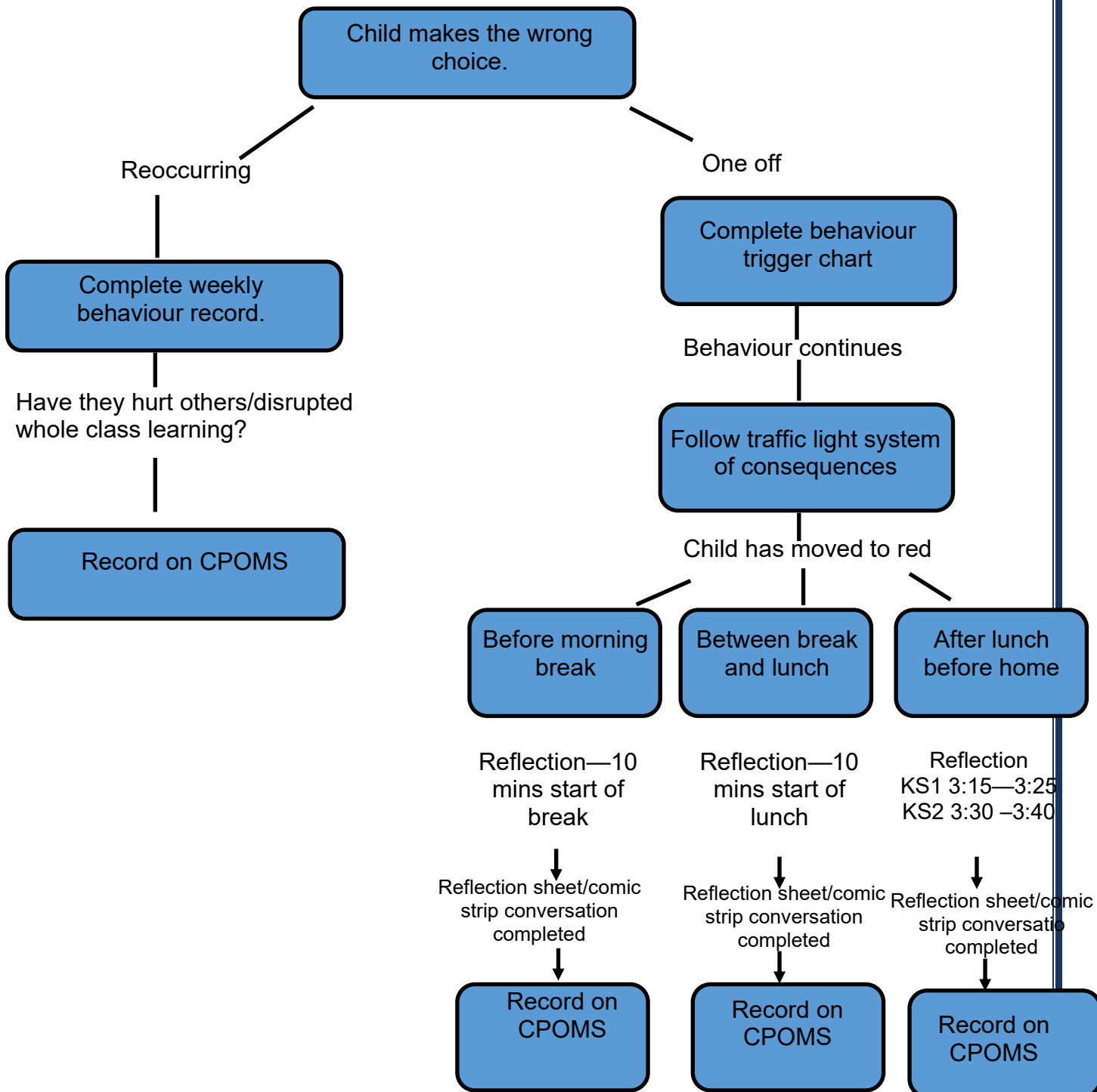
The length of fixed-term exclusions will directly relate to the severity of the behaviour.

The Inclusion Team is made up of the Head Teacher, Deputy Head Teacher and SENCo's.

Appendices







A child is making the wrong choices, what shall I do?

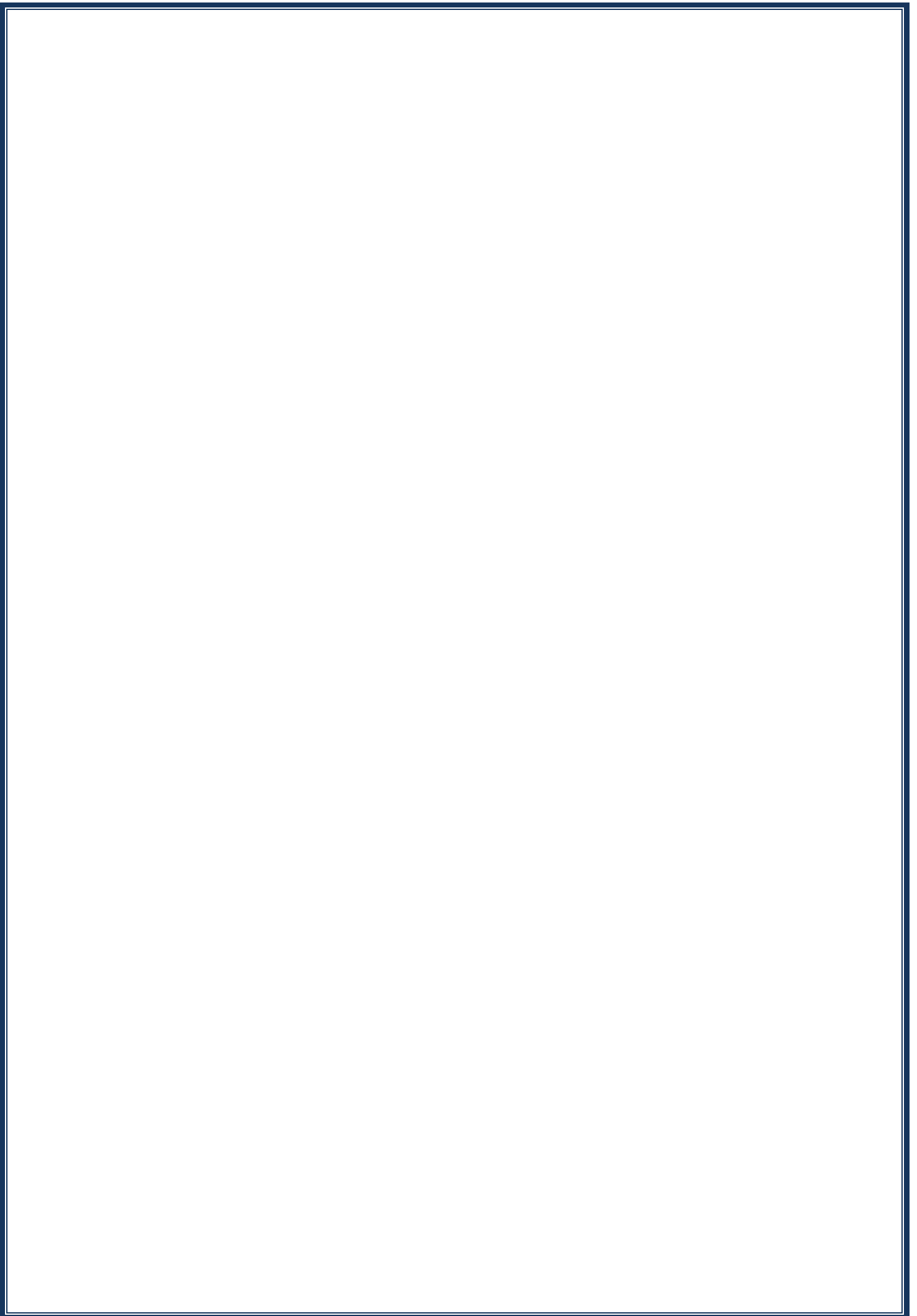




Reflection Sheet
Restorative Questions

Child's Name:	Teacher's Name:
Date:	Place of incident: (eg Classroom in English)
What happened? 	
What were you thinking about? 	
Who do you think has been affected by your actions? 	
What do you need to do now to make things right? 	

Signed by child:



Guide to a Comic Strip Conversation

Comic strip conversations, are simple visual representations of conversation. They can show:

- the things that are actually said in a conversation
- how people might be feeling
- what people's intentions might be.

Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message.

By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand.

Comic strip conversations can also offer an insight into how an autistic person perceives a situation.

Tips for writing a comic strip conversation:

- Be aware of the incident that has happened.
- Draw a picture of the first part of the incident e.g. one child with a toy car and another child taking it.
- Ask the child to name the children, support if need be. Ask the child to describe what is happening. Write this by the characters. If this isn't what happened then write in a different colour what was seen. Talk about how each person felt. Do this for each 'stage,' of the incident.
- Discuss the actions that could have happened to ensure everyone was happy.

The diagram illustrates a comic strip conversation between two children. Panel 1: A child asks, 'Hey kid do you want to play?' and thinks, 'I think I'll ask that kid if he wants to play.' Panel 2: The child replies, 'Don't call me kid.' The other child thinks, 'He called me kid! He doesn't like me.' Panel 3: The child asks, 'Why is he laughing at me? I just wanted to play with him.' The other child says, 'Duh!' Panel 4: The child says, 'I am not a kid.' The other child replies, 'Don't call me kid!'

TIP: Children may need help relating to the thoughts, feelings and motivations of others

TIP: If the child comes up with an incorrect answer or reason provide an additional idea on why or how situation may have occurred without discounting their contribution

TIP: Summarise what has happened before coming up with solutions to the situation



Record of Behaviours (Trigger Charts)
(persistent/red behaviours)

Child's Name:	Class:	Form completed by:
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Where, when, who what took place? Date, time, place, subject etc	What happened before the behaviour?	What exactly did the student say/do?	After, what did staff, students do? What has changed?



Weekly Record of Frequent Behaviours

List the frequent behaviours that are seen e.g. refusing to complete a task, leaving the classroom, hiding under a table

	Behaviour
1	
2	
3	

	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 13:00	13:00 – 14:00	14:00 – 15:00	15:00 – 15:30
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



Behaviour Support System

Child's Name	
Adults at the meeting	*Class teacher to lead.
Date	

Behaviours/incidents to be discussed (complete before meeting):		
Discuss and agree the behaviours we would like to see (Green behaviours) (eg when upset use time out card/attend lunch club)		
Agreed strategies to be put in place to support: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Ideas: 5 point scale, work with FLO on recognising own emotions, reward earning chart, reward losing chart, special job, social stories. </div>		
Who else needs to know? And who will tell them?		
Review Date: Who will attend review meeting?		
<table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 50%;"><i>Review Meeting Date:</i></td> <td style="border: none; width: 50%;"><i>Adults present:</i></td> </tr> </table>	<i>Review Meeting Date:</i>	<i>Adults present:</i>
<i>Review Meeting Date:</i>	<i>Adults present:</i>	
<i>Did the above work ? Next Steps: (remove support, continue & review in 2 wks, escalate)</i>		



Steps to Success Meeting

Child's Name	
Adults at the meeting	*Inclusion Team to lead
Date	

Behaviours/incidents to be discussed (complete before meeting):	
Discuss and agree the behaviours we would like to see (Green behaviours) (eg when upset use time out card/attend lunch club)	
Create the steps to success plans with children and parents	
Who else needs to know? And who will tell them?	
Review Date:	
Who will attend review meeting?	
Review Meeting Date:	Adults present:
Did the above work? Next Steps: (remove support, continue & review in 2 wks, escalate to LIFT)	



Steps for Success Behaviour Plan for CHILD, Staff and Parents
CHILD'S NAME (examples are in red)

My difficult situation	Behaviours I might display
<p><i>Someone upsets me on the playground</i></p>	<p>Early Warning Signs</p> <p><i>I will be on my own</i> <i>I will be last or first from the playground</i> <i>I will shout or roar at others</i> <i>I will swing my coat around</i></p> <p>If my early warning signs are not noticed I might:</p> <p><i>I will get louder and louder roaring/shouting</i> <i>I will refuse to go into class</i> <i>I will hit people with my coat</i> <i>I will run into people on purpose</i></p>
<p>What can you do to avoid this situation</p> <p><i>Help me to play games with others on the playground</i> <i>Give me time to calm down by staying out on the playground</i> <i>Let me talk through what has upset me</i> <i>Do something nice with an adult (eg basketball/lego) before returning to class</i></p>	<p>What can you do if I display challenging behaviours</p> <p><i>Talk in a calm voice – use my name</i> <i>Don't use too many words</i> <i>Give me a choice of where you will listen to me (eg playground/SEN room)</i> <i>Remove others – don't touch me</i> <i>Give me a calming down period (10 minutes)</i> <i>Ask me if I would like a sensory break or time out</i></p>

You can add visuals to this to support the child.



Steps to Success (to be shared with staff)
CHILD'S NAME

Behaviours	Support Strategies
<p>Focused on work Happy to chat Will follow instructions</p>	<p>Use positive reinforcement Give time to process Give opportunities for sensory breaks Use simple and clear language</p>
<p>Will become noisy Will be easily distracted Will want to move around classroom Will want to move arms/legs (swinging) Will try to get attention in a negative manner Will not engage in task Will ignore instructions on purpose</p>	<p>Ask if help is needed Offer a sensory break Offer a sensory toy Distract by reminding of something positive earlier/day before Offer an instant reward for completion of task</p>
<p>Body language will become very tense Will call out loudly and roar Will walk/crawl around the classroom Will lash out hurting others Will throw equipment</p>	<p>Make sure only one person at a time talking to him Explain you want to listen – offer opportunity to go somewhere to talk If he walks off – follow at a distance Distract with favourite toy or activity Use his name but don't reference the behaviour – I am here to listen Remove others/equipment if risk of harm/damage Crying loudly If continues for 15minutes – need to call mum</p>
<p>Posture will become more relaxed Will join in activity with key adult (e.g. basketball/Lego) Will explain what upset him</p>	<p>This blue phase tends to be long/short usually out of the classroom Explain what we can do to put it right together Congratulate for good choices Consequence for actions must be carried out immediately and record form completed.</p>

