

Fairhouse Primary School



Relationships and behaviour policy

Updated: July 2020

To be reviewed: July 2022

At Fairhouse, we use a therapeutic approach to managing behaviour.

Aims:

- to teach children how to become internally disciplined (making the right choices/managing anti-social emotions) and intrinsically motivated
- Promote and prioritise pro-social feelings and experiences
- Ensure that all children are given the necessary support to achieve

Two types of behaviour:

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

Anti-social difficult behaviour is defined as:

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

Our 3 core rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

This policy works alongside:

- Exclusion policy
- SEN policy
- Reasonable force policy
- Anti-bullying policy

1. Creating an empowering culture

This value ensures that a culture of positivity is evident in the school from all staff. It is our first stage of effectively managing behaviour. We use positive praise to encourage good behaviour choices. All children are recognised for the individuals that they are. Rewards are not used as praise unless a child has gone above and beyond the expected. On these occasions, a sticker relating to the core value seen can be rewarded.

Expected strategies

- Catch them being good
- Be relentlessly positive!
- Keep the positive visible to all and the negative hidden from most.
- Children can still receive praise later after an incident or consequence earlier
- Meet and greet all children and ensure you make positive contact with all children throughout the day
- Reward for behaviour that goes 'over and above' the expected, through assemblies or in class
- Use a message home for a positive reason (call, note) or tell another adult about a child's achievement, who can later tell the child
- Seek out positive behaviours and recognize with a value sticker

Sometimes it will be clear that a child is becoming increasingly distressed. Their body language will change, they may not be making eye contact and their communication will have changed. We still need to display that we recognise them and their struggle. We use the following to prevent further escalation:

1. Body language – open and committed
2. Reconnecting through a smile, physical contact or acknowledgement
3. We use 'limited choices' to achieve our desired outcome. For example, if we want a child to put a toy down, we would say. "You can put the toy in your pocket or in your tray, it's up to you, it's your choice."

2. Caring and resolving incidents

In order to show that we care, we use a therapeutic approach to managing behaviour. The emphasis is placed on the child's feelings and the root of the problem. Any consequences are as a direct result of a child's choices and are fair and consistent. Adults do not respond emotionally to poor behaviour, instead sticking to the scripts and planned responses outlined below.

If a child displays difficult behaviour, we will use the following steps.

1. Private reminder of the behaviour expected (listening, thank you)
2. Private caution (e.g. focus on your work, thank you, listen when someone is speaking, thank you)
3. Last chance with reminder script
4. Time out – away from the situation (this will result in time owed time at break/lunch for a brief restorative meeting)
5. Restorative meeting at break/lunch

Reminder script

This is an example script.

I noticed you are..... (having trouble getting started/wandering round the classroom/ fiddling with the pencils)

It's the rule about... (ready, respectful, safe)

You have chosen to (move to another table/catch up with your work at lunch time).

Do you remember last week when you (were noticed for sitting so nicely/tidied up without prompting/lined up so well)?

That is who I need to see today.....

Thank you for listening. (Then give the pupil some take up time).

If the behaviour persists / escalates

Where dangerous behaviour is seen or difficult behaviour persists, adults will issue a consequence.

- **Sent to phase leader** – if difficult behavior persists, and the steps within the policy have been taken, the child will be sent to work in a different classroom with the phase leader.
- **Session out – internal exclusion** – if the child refuses to work in a different class or difficult behaviour still persists, they will be removed for the entire session (morning or afternoon). They will work in a separate room with a member of the inclusion team, where they will complete work and hold a restorative meeting. Parents will need to be informed.

Reflection room

During lunchtime, there is a KS2 reflection room. Children will be sent here if they use physical behavior or inappropriate language. In addition, they can be sent here if their 5 minute time out has been ineffective and the difficult behavior has persists. They will spend the entire lunch in reflection, including eating. A behaviour form must be filled out by the adult sending them. The adult on duty will fill out a reflection form, which will sit in the folder. A copy of this will be sent to the teacher so that parents can be informed.

De-escalation script

If a child is in a state of clear distress, adults will use the de-escalation script to ensure the child is calm, if necessary. Adults need to consider when the best time to issue the consequence is. At this stage, the child already owes time at break or lunch so this may be a good time for the discussion.

Co-regulation script.

- [child's name]
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...

The incident will be logged on SIMS or using a lunchtime form. A member of the inclusion team and/or SLT will be made aware. Persistent low level behavior can be logged on a behavioural referral form.

Consequences.

We use consequences, not punishments. This is something that logically follows from an action. This should relate directly to the action itself. We can start with the words 'obviously...' or 'clearly...' e.g if a child throws a pencil, obviously they need to pick it up. If a child swears, clearly they need to apologise and sit with an adult to discuss the importance of respect. Examples can be found in appendix 11.

The initial consequence should be related to the primary action, not the secondary actions that follow. These should be addressed in the restorative meeting and appropriate consequences issued here.

These are either **protective** or **educational**.

Protective consequences:

- Removal of a freedom to manage harm

e.g. Increased staff ratio, limited access to outside space, escorted in social situations, no availability of minibus/car, differentiated teaching space, exclusion from the classroom or school

Educational consequences:

- The learning, rehearsing or teaching so the freedom can be returned

e.g. Completing tasks, rehearsing, assisting with repairs, educational opportunities, research, conversation and exploration.

Only members of SLT or inclusion can issue the protective consequences including loss of entire play time or isolation from an entire lesson.

3. Belonging

Every child at Fairhouse needs to understand that they belong to a school community and are an integral part of that community. This is particularly important immediately after an incident involving poor behaviour choices. Building and maintaining relationships is an integral part of this stage.

Restorative meeting

Following an incident, the child attends a restorative meeting with an adult to revisit the incident and repair the damage done, exploring the feelings and emotions that led to this. The length and depth of the meeting will depend on the severity of the incident.

The PACE model below is a useful way to connect with a reluctant child and structure a restorative meeting.

Playfulness - create an atmosphere of lightness to connect on their level

Acceptance – of their feelings, wishes, motives

Curiosity – probe show you are listening through asking questions

Empathy – show that you want to help and know how difficult they are finding things

5 questions form to be completed

- What happened?
- What were the people involved feeling?
- Who has been affected and how?
- How can we put it right?
- What can we do differently next time/what choice could we make?

Some children may respond better to this meeting if it was delivered through a different medium, for example: a social story, comic strip, Lego therapy or through pictures.

If difficult or dangerous behaviour persists, then SLT and/or inclusion will use the STEPS flowchart (appendix 1) to identify the cause of the problem and put a behaviour plan in place (roots and fruits/predict and prevent/ risk reduction).

All staff are consistent with their approach to ensure children know what the outcome of their behaviour is, because *this is how we do things here at Fairhouse*. This will re-enforce the message that we 'belong'.

Common and generic school rules for respect and safety would feature here. Adults witnessing children not following these around the school will start any message with, "We belong to Fairhouse and here we...(walk in the corridor, eat sensibly, wait our turn etc). The language promotes the positive, and does not pick out the negative behaviour.

Recording

Each year group has a Microsoft behaviour form. All staff have access to these and all notable incidents are logged here. As a rule of thumb, if it is an incident that you would discuss with a parent, then it should be on the form. In cases of alleged racism, bullying or sexual harassment, staff will be directed to an additional form to fill in. SLT and phase leaders have access to these forms and check that incidents are dealt with appropriately. The forms must be completed as fully as possible and it is the responsibility of the staff member who has filled out the form to organize / hold a restorative conversation. These forms are reviewed half termly by SLT to find patterns in behaviour that are unique to each class.

Fairhouse Summary Model (for quick reference)

1. Creating an empowering culture

Creating a positive culture of genuine praise

Preventative strategies that should empower children and reduce the likelihood of poor behavior choices

2. Caring and resolving incidents

Body language / positive language

30 second script

Logical consequences

De-escalation script

These are our strategies to deal with difficult / dangerous behavior. They include scripts to be followed.

Reminder script

This is an example script.

I noticed you are..... (having trouble getting started/wandering round the classroom/ fiddling with the pencils)

It was the rule about (looking after classroom equipment/moving around in a safe manner) that you broke.

You have chosen to (move to another table/catch up with your work at lunch time).

Do you remember last week when you (were noticed for sitting so nicely/tidied up without prompting/lined up so well)?

That is who I need to see today.....

Thank you for listening. (Then give the pupil some take up

De-escalation script

- [child's name]
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...

3. Belonging

Restorative meeting with 5 questions

Generic rules

Here we create a sense of belonging through restorative justice strategies and building relationships. General school rules are covered as '*we belong to Fairhouse and here we...*'.

- What happened?
- What were the people involved feeling?
- Who has been affected and how?
- How can we put it right?
- What can we do differently next time/what choice could we make?

We belong to Fairhouse and here we...

Appendices

1. Flowchart of behaviour intervention

2. Conscious behaviour checklist

3. Subconscious behaviour checklist

4. Anxiety Mapping

5. Predict and Prevent Plan

6. Roots and Fruits Analysis

7. Risk Calculator

8. Risk Reduction Plan

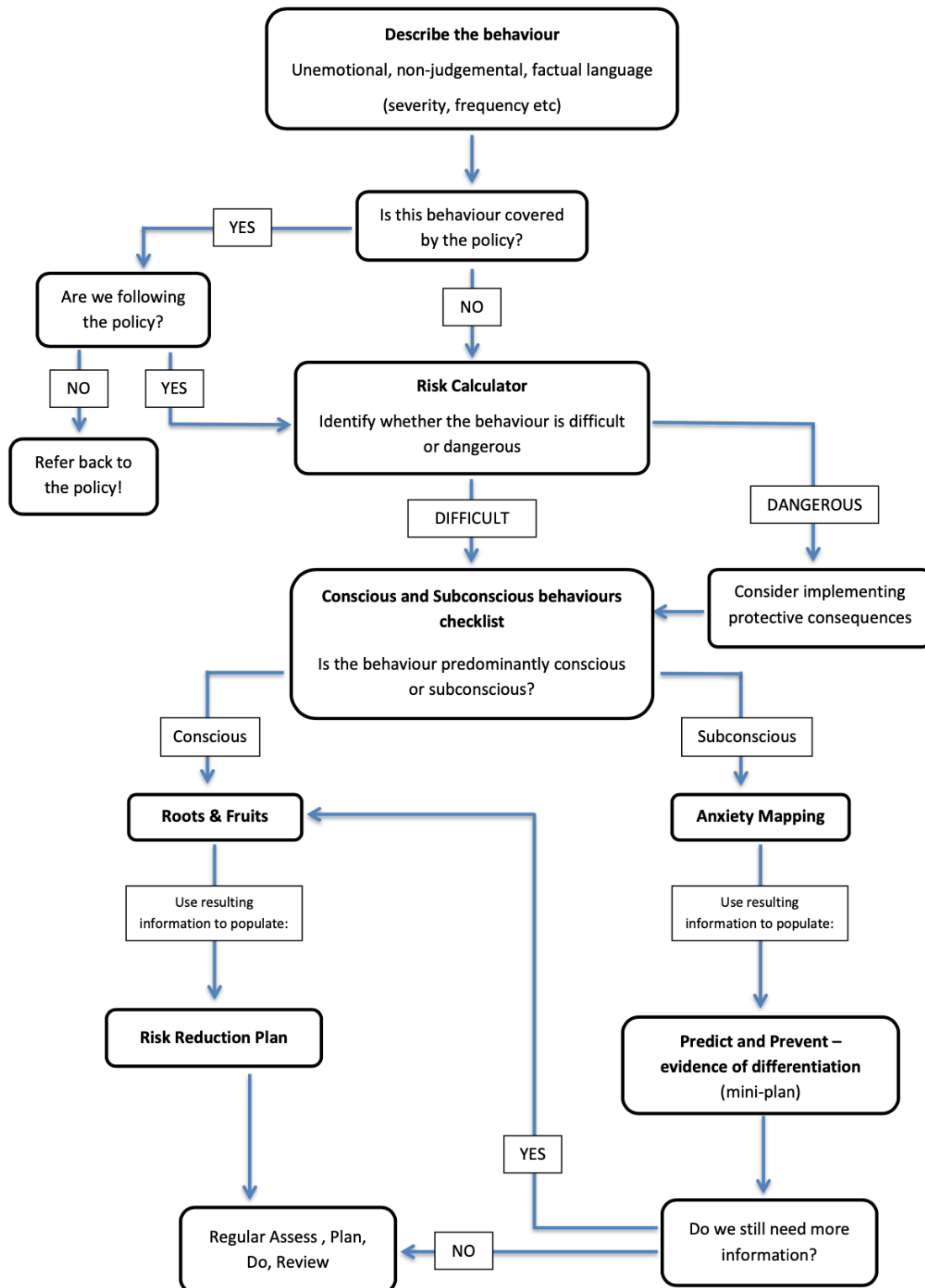
9. Touch Policy

10. 5 W form

11. Example consequences

12. Reasonable force policy

1.



2.

Conscious Behaviour Checklist

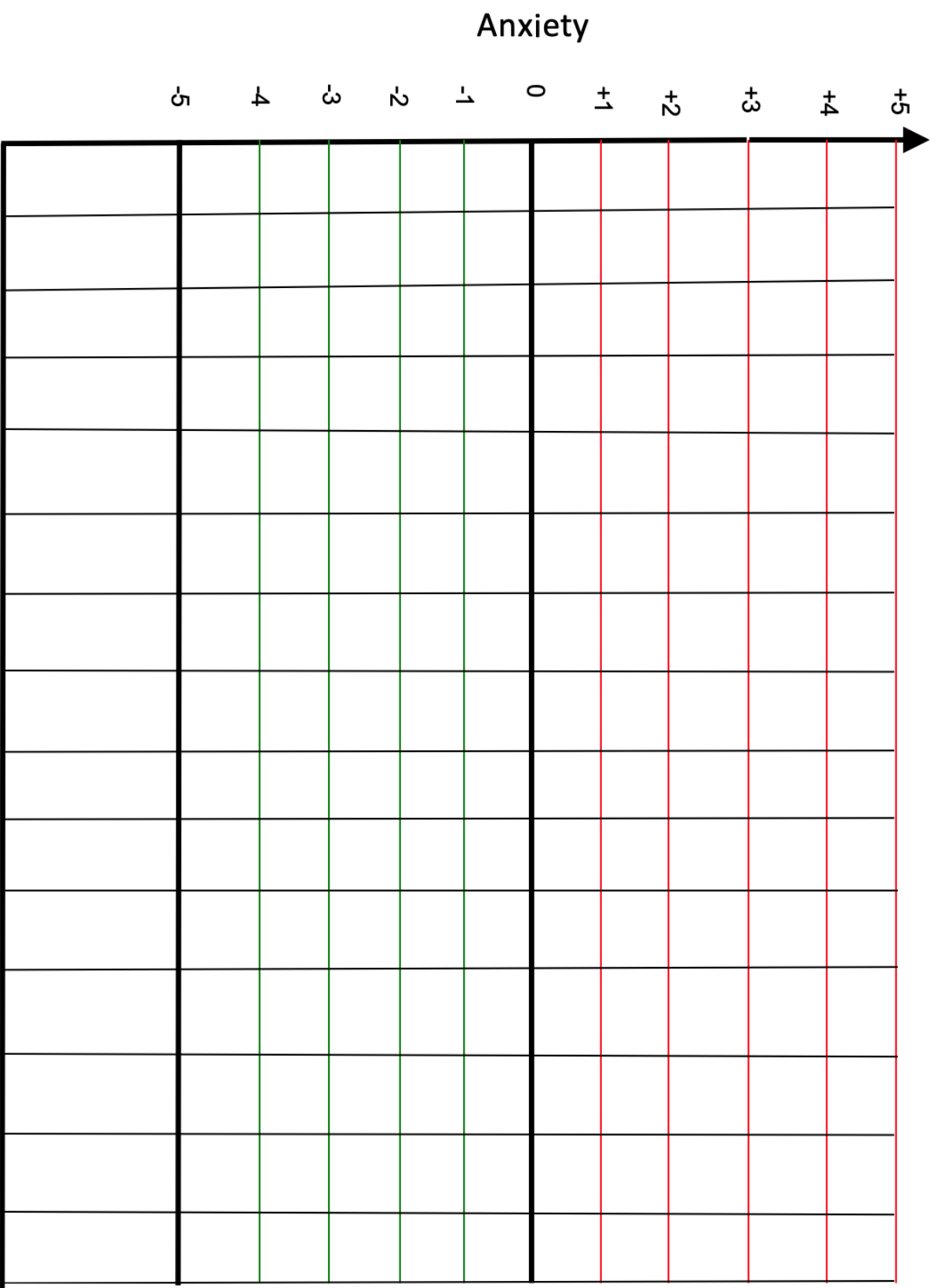
Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave antisocially?	
What is the motivation to behave pro-socially?	
What are the expected consequences? (Limits to freedom)	
How can I impact on the child's beliefs or values?	

3.

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?	

Anxiety Mapping



Time / location / staff / activity etc

4.

5.

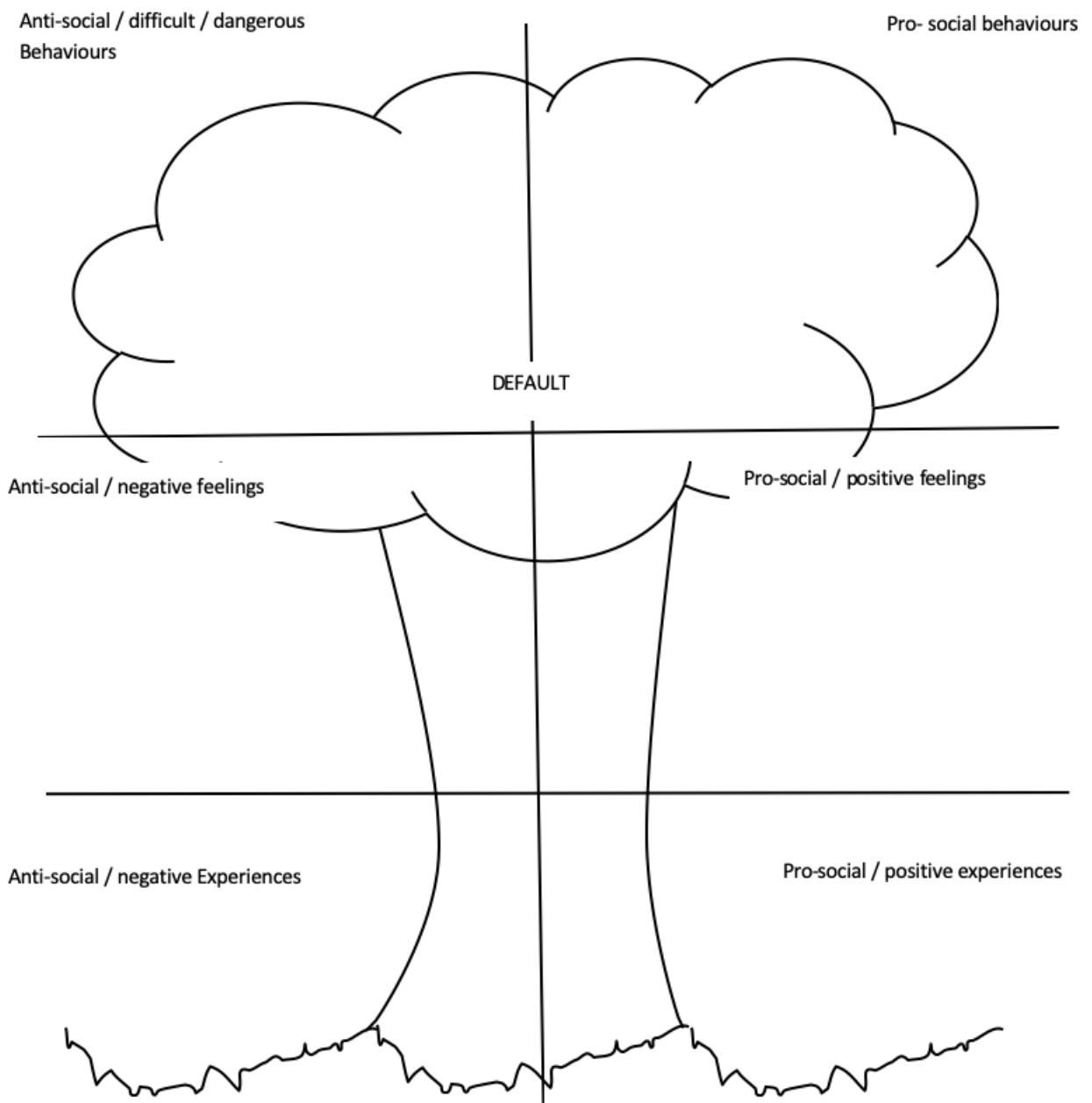
Predict and Prevent

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

6.

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



7.

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

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

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

*Risks which score **6** or more (probability x seriousness) should have strategies listed on next page*

8.

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.....

9.

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 must 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 Fairhouse school 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 reward or guidance.

How Do We Use Touch?

Hugging

At Fairhouse school, we encourage staff that are using touch for comfort or reward to 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. 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.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children.

It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

We also have within our behaviour policy, a section on restrictive intervention in line with Essex Steps training.

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

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

10.

Name: _____ Year/Class: _____ Date: _____

Core values

What happened?		
What were the people involved feeling?		
Who has been affected and how?		
How can we put it right?		
What can we do differently next time / what choice could we make?		

11. Examples of likely scenarios with consequences

Action	Consequence
Dangerous behaviour in class	Isolation from the lesson until ready to return
Persistent dangerous behaviour at playtimes	Protective measure implemented (reflection room at lunchtime, adult support, reduce freedom by being assigned a specific area)
Throwing objects in class	Restorative conversation around dangers and respect and pick up objects
Throwing work on the floor or disrespecting property	Tidy up mess and restorative conversation around respect
Being unkind to others verbally	Restorative conversation around kindness and apology
Fighting	Reflection room at lunchtime to hold a restorative meeting with both parties and apologies
Persistently breaking school rules	Restorative conversation
Swearing	Restorative conversation around kind words
Refusing to work	Work to be completed

12. Reasonable force

Guiding, Escorting and Supporting

Closed mitten



Closed mitten (used to draw a student close)

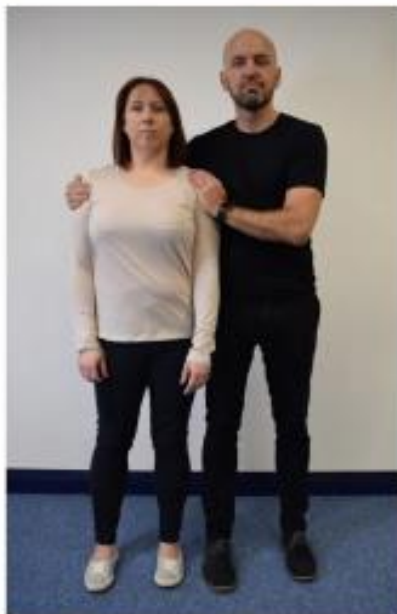
Fingers and thumb together. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

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)



Supportive Arm (cont) and paired supportive arm



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

