

Behaviour and Motivation Principles

St Werburgh's Primary School

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VERSION CONTROL SHEET

Version	Section/ Para	Description of Amendments	Date	Author

RATIONALE

At St Werburgh's Primary School we aim to create a calm and purposeful learning environment in which all can thrive and a school community in which every member is respected, valued and feels a sense of belonging. We believe that every behaviour pattern is driven by an emotional state; therefore, we strive to be an emotionally literate school with a clear, strong ethos of positive behaviour management.

POLICY AIMS

- To create an enriching, emotionally literate environment that is safe, secure, calm and purposeful.
- To develop and maintain respect for self and other people, their property and ways of life.
- To encourage all children to develop self-belief, self-control and independence.
- To value inclusion, celebrate diversity and develop empathy.
- To enhance learning and teaching through positive behaviour reinforcement.
- To encourage children to develop their full potential with their achievements being valued.
- To work together as a school community and with extended school partnerships
- To work in partnership with parents and carers and to encourage open communication in establishing patterns of good behaviour in the School and our community.
- To manage violence & aggression and take suitable measures to protect all children and staff.

VISION AND VALUES

Vision summary:

'Together towards excellence'

Values:

Our values are **Kindness, Curiosity** and **Commitment**.

Vision statement:

St Werburgh's Primary School is a *rights respecting* school where we work together. We are a community that celebrates our diversity and includes everyone. Together we learn how to show each other **kindness** in all we do.

At St Werburgh's Primary School we love learning and aim for excellence. We help everyone discover what they are passionate about by encouraging our whole school community to

take pride in themselves, be **curious** about the world and aspire to make a difference.

At St Werburgh's Primary School we show **commitment** in all we do. Together we learn how to be resilient and adaptable to reach our full potential.

Our three rules are, to be:

Respectful, Responsible and Safe.

ENCOURAGING POSITIVE LIFELONG BEHAVIOUR SKILLS

St Werburgh's Primary School has worked together with its stakeholders and community to design a policy and robust procedures that support and foster an emotionally literate environment and encourage children to be **respectful, responsible and safe**. This environment will nurture and develop good behaviour patterns for life. In this policy are the systems and strategies that will help us to support the young people in our care.

Key Principles of our Practice

- Consistent, calm adult behaviour. Adults are fair and consistent, leading to a positive, respectful culture where everyone feels as though they belong and are listened to.
- First attention for best conduct. The majority of the attention of the adults is on the children doing the right thing. Specific praise is used and recognition is given for excellent effort. Positive notes (postcards) are used, alongside other reward systems to recognise effort.
- Relentless routines are followed, including greeting every child at the door in the morning, planning for transitions and limiting the rules to three words: **respectful, responsible, safe**.
- Time is taken at the beginning of the year and regularly throughout, to explore what these rules look like in terms of classroom behaviours in an age-appropriate way. This is done in class discussion, class assemblies and in key stage assemblies.
- The use of scripts where needed for interventions – to ensure consistency and clear boundaries.
- Restorative follow-up conversations. Using rights respecting language where possible (see Appendix 1).

Fostering motivation

At St Werburgh's Primary we endeavour to provide a range of opportunities, environments and experiences that support and foster positive attitudes to learning. In our school, you will see:

- An emphasis on learning and reference to it happening everywhere - in school, home and in the community
- Curriculum - Culturally relevant, engaging and motivating.
- Delivery of lessons – enthusiastic role models; an environment where mistakes are an acceptable part of learning and that we are all fallible.
- Encouraging the development of the whole child with a wide range of opportunities and experiences and chances for children to develop their own interests and talents.
- Develop positions of responsibility – roles and responsibilities which encourage a sense of belonging and of value, which, in turn, encourage children to make positive contributions to the school community and to wider society.
- Fostering self-esteem, progression of independent learning, resilience, confidence and self-worth.

Why Parental Support is Crucial

Parental support is essential in promoting positive behaviour patterns in children. Children need to know that the school/ home relationship is consistent and secure and that all adults are working together for their benefit. We value your role and contribution. Parents and Carers need to support the School with consistent approaches to parenting and disciplining their children. A unified approach to the language used by adults in school and at home is encouraged to develop this. In this policy, we have given examples of phrases that can be used to manage behaviour at home and at school. Ensuring children have good attendance and are punctual also supports the importance of positive behaviour in school. Our Home School Agreement makes the expectations clear to all and is shared annually with parents and carers, staff members and children.

Constructive Management of Emotions

As a school that values the importance of relationships, we believe that a culture of supporting children to manage their emotions is essential to the well-being of our pupils. Practices, procedures and strategies are designed to be aligned with this ethos and endemic within the School. Children and adults are encouraged to understand, express and manage these emotions and to take responsibility for their feelings and actions.

- Each class has a classroom charter that is developed and agreed at the beginning of the year and revisited and reviewed at the beginning of each term. This focuses on the core expectations to be: **respectful, responsible and safe.**
- All staff and children are encouraged to use a quiet voice and calm manner when expressing and managing their feelings.
- Staff teach children how to recognise and manage their feelings,
- Staff to teach and use Zones of Regulation language to the children (Please see Appendix 2).

In order to support a positive culture in the School we have developed quiet spaces such as

the Acorn Room, Lavender Room and Honeysuckle Room (Please see Appendix 3). These spaces are quiet and are used to support small intervention groups working on self-esteem or friendship building programmes for identified children. ELSA (support from a qualified Emotional Literacy Support Assistant) sessions take place here.

- Children who find managing disappointment difficult may be given the opportunity to have an option to earn reward time with the Learning Mentor or identified adult to discuss their feelings.
- Children who require additional support with their behaviour patterns will be given a tracker sheet that monitors each session of the school day; this will form part of a Pastoral Support Plan.
- If a child needs a specific thinking space, this will be discussed with them and then, if necessary, the Parent/Carer. Children who have tracker sheets are to receive a daily check-in with the class adult or learning mentor to remind them they are expected to behave in a positive manner. A member of the Senior Leadership Team will also be aware of these children and support with check ins at the end of the day.

Strategies and Phrases that Staff will use to Keep Learning on Track

In order for staff to support children with positive choices they use a range of scripted interventions. All members of staff will remind children of the core expectations - to be **respectful, responsible and safe**.

Examples of scripts used include the following:

- **Reinforcing what you want to see**
“I can see you are showing me you are ready. I can tell you are ready because you are looking at me and listening.”
- **Giving a direction with clear time parameters for a response**
“You need to be back in your place in 5...4...3...2...1...0.”
- **Emphasising that the child has a choice to make about their behaviour:**
“We are waiting for you to join us. Make a good choice, thank you.”
- **Use of ‘thank you’ rather than ‘please’**
“(Name of child) put that book away now, thank you.”
- **Stating desired behaviour**
e.g. rather than “Stop wandering around!”, saying “(Name) in your seat, thank you.”
- **When-Then**
e.g. Instead of saying “No.”

Child: “Can I [request, e.g. go to the toilet]?”

Adult: “When this part of the lesson has finished, then you may go.”

Child: "Can I get my reading book now?"

Adult: "When you have finished the task, then you may get your reading book."

- **Question to redirect:**

e.g. "X, what should you be doing?"

"Y, where should you be?"

"Z, do you need help with that?"

- **Management signals**

e.g. hand up signals = silence, magnet eyes = look at the adult, quality audience = sit ready to listen, super sitting= sat cross legged on the floor.

Use of Rewards

Marbles in Jar

Teachers should use a class rewards system to foster a sense of community and belonging within their class. Marbles should focus on praise for modelling the school values - **kindness, commitment and curiosity**, or for consistent or exceptional demonstration of the rules, to be **respectful, responsible and safe (RRS)**.

Good News Postcards/School Values Postcards

All teachers have postcards that can be sent home when a child shows exceptional effort in behaviour and/or learning. These can be posted home or sent home with a child.

Celebration Assembly

On the last Friday of every month a celebration assembly is held in which three children from each class receive a special certificate for outstanding learning, achievement or behaviour. Or, when assemblies are remote, the news is shared via individual text messages to parents and carers.

Big Duck Award

Children are encouraged to nominate other children or adults in the School for an act of kindness or thoughtfulness. Nominations are read in assembly each week and a big yellow duck is awarded to a child to look after in their class for a week. They have been 'Bigged up!'.

Headteacher Stickers

Headteacher stickers are awarded to exceptional effort when work is shared with a member of the senior leadership team.

Wow Wednesdays

Each week a child from each class is invited to join the Headteacher or a Senior Leader for a treat and a chat. These children are nominated in recognition of exceptional effort or consistently demonstrating the school values.

DEALING WITH UNACCEPTABLE BEHAVIOUR

Behaviour patterns that relate to an emotional state can vary in severity and magnitude. In order to help identify ways to support children in these heightened emotional states we have developed a range of strategies that may be used to support children. Class teachers will highlight positive behaviours in the class and encourage children to support peers. Rewards and positive strategies will be used regularly throughout learning to promote and support a change from negative behaviour to positive. Staff will use positive “I” statements and try to change negative self-talk in order to support children when displaying inappropriate or negative behaviours. When an undesirable or unacceptable behaviour has occurred, staff **must** take responsibility to take control of the situation and manage the behaviour within their classroom. Below is a guide to the process and strategies that may be used in order to de-escalate and de-scale the situation.

Step 1 - Assess The Situation

- Who is this child?
- What are their specific needs?
- What is happening for them at the moment?

Step 2 - Strategies/Toolkit/Consequences; Reflection time/Time out

To de-escalate and reduce the tension in a situation the child may be given a choice:

- Thinking table – a space in class to work/think
- Peaceful place – a space in class away from the view of their peers.
- Time out of class with an adult or in a different class.
- The child *must* be given a time limit for this and visual representation e.g. sand timers as well as work to complete if appropriate.

If the child does not respond well to reflection time and the behaviours continue or reflection time is not appropriate, then a range of phrases or strategies may be used by an adult in order to elicit a preferred positive response or behaviour. For example;

- **Rule reminder**
e.g. “I need you to keep your hands and feet to yourself, thank you.”
- **Tactical ignoring**
e.g. Not paying attention to, or not responding to, a particular behaviour.
- **Blocking Statements**
e.g. “We can discuss that later. For now, you need to....”
- **Giving the child choice about *how* something is done:**
e.g. “You can either finish your learning at your place or over here by yourself.”
- **Giving the child choice about *when* something is done:**
e.g. “You can finish this now or in your own time, it’s up to you.”
- **Warning about approaching consequence**

e.g. “X, I have already spoken to you about getting this task finished. When I next check your work, if you have not completed it there will be consequences.”

- **Immediate or deferred 1:1 conference**

e.g. “I really like the example the rest of the class is setting. I need to talk to X when the lesson is finished.”

- **Negotiating consequences**

e.g. “When you pushed in you broke the rule that we agreed to take turns. What do you think should happen now?”

- **Explicitly acknowledging the behaviour but deferring discussion until later**

e.g. “X, I saw that you threw paper at another child then. We will discuss that later. For now, you need to focus on the task, thanks.

Sometimes it is necessary for an adult to intervene quickly and assertively due to assessment of risk. In these situations, it would be necessary to use a different strategy;

- **Giving Commands**

E.g. two pupils are engaged in a verbal confrontation that looks like it is going to get physical at any moment

Adult: [firm, stern tone] “Stop!” “No!”

- **Use of Zones of regulation language and direct to a calming strategy**

e.g. “I can see that you are Yellow. Have some time colouring so that you can get yourself back to Green.” (Please see Appendices)

Consequences - Dealing with Unacceptable Behaviour

Sometimes it will be necessary for a sanction to be put in place as a consequence of a poor choice or repeated negative behaviour. Not only does this give a clear message to the child but to the rest of the class that this behaviour is unacceptable. Negative consequences should follow a clear and known hierarchy and should be applied in a calm and controlled manner. This way they are most effective. Children should be helped to link the concept of consequences to the concept of choice. This way they will see the connection between their own behaviour for learning and its impact on themselves and others. Below is a list of agreed consequences and the corresponding types of possible behaviours to warrant that consequence.

High Frequency – Low Cost	
Types of behaviours	Possible Consequence
Low level intervention – talking when should be listening	Non-verbal - Look
	Physical proximity. Use of name
Repetition of disruption	Reprimand or warning
	Thinking table

High Frequency – Low Cost	
Types of behaviours	Possible Consequence
	Partner class – thinking table
Aggressive or intimidating behaviour	-Solution focused discussion with child – restorative justice
	-Solution focused discussion with child – apology letter
	Contact with parents from now on would be appropriate & incidents should be recorded
Not completing tasks/ripping up work	Removal of 5 minutes of break time
Aggressive behaviour at lunchtime	Removal of remainder of lunchtime -Community service (In consultation with SLT)
Persistent poor choices	Placement on tracker sheet
Persistently not following school/class rules	Behaviour contract/IBP with CT or LM
Unsafe behaviour putting self or others at risk	Potential removal of Ed visit/camp due to RA (In consultation with SLT)
Repeated behaviour that stops learning and puts other children at risk	Solution focused discussion with multi- agency
	Home link communication
	Use of ELSA/ Learning Mentor and Lavender/ Acorn Room. Team Teach.
First offence of bullying or harassment Serious disruption of learning Violence towards another child	Internal exclusion – Senior leader intervention
Continued offence of bullying or harassment. Severe violence and or abuse to adult or child Persistent disruptive behaviour	Possible suspension – Headteacher intervention – to be shared with Executive Headteacher.
More than 45 days FTE in one academic year Extreme violence to staff or child	Possible permanent exclusion – Headteacher and Executive leadership.
Low Frequency – High cost	

Step 3 - Senior Leadership Team (SLT) Intervention

If children are repeatedly unresponsive to the consequences to be used above then they may be sent to a member of the SLT with progressing seniority, even if the member of SLT is in class teaching. It is important that the child understands the severity of the consequence. The leadership progression is:

- Phase leader
- SENDCO/Assistant Headteacher
- Deputy Headteacher
- Headteacher

Teachers will use this when the incident is serious and needs immediate SLT intervention. The teacher may ask the learning mentor or an adult that has a good relationship with the child to support with or advise on the incident. However, after the child is calm and reflective the incident **must** always be resolved by the class teacher in order to rebuild the relationship, and for learning to resume as soon as possible.

Parents will be informed or called to the School depending on the incident and severity. The Learning mentor or ELSA may work with the child and put in place a specific plan for children at risk of exclusion. Children may have an identified adult or space away from their class that allows them to calm down and return to an emotional state in which they are able to discuss their actions. All incidents will be written up and/or logged on CPOMS on the same day; these children may have a behaviour diary to assist with building up a pattern of behaviour.

Step 4 - Recording

Minor or non-serious incidents that are not reported to parents or SLT and should be dealt with by the member of staff present. Behaviour incidents will be recorded online on CPOMS on the same day. For more severe incidents reports will be made to the Phase leaders/ Deputy Headteachers/ Headteacher in line with *The Guidelines for Children at Risk Of Exclusion* at Appendix 4.

DEALING WITH EXTREME BEHAVIOUR

Children displaying these behaviour patterns will be managing themselves outside the scope of this behaviour policy and staff and parents would need to consult Appendix 4, *Guidelines for Children at Risk of Exclusion*. Parents/Carers will be involved in discussions about behaviours and each case will be discussed independently and confidentially. Investigations into Health and Safety requirements are appropriate at this stage and individual pupil risk assessment undertaken. Examples of behaviours that would be considered extreme;

- Verbal or Physical assault on another child
- Verbal or Physical assault on an adult
- Behaviour that would put adults, themselves or other children in danger and would warrant a personal risk assessment being written.
- Extreme or prolonged threatening or intimidating behaviour.

The child may receive a suspension or permanent exclusion for displaying some of these behaviours, depending on the incident and its consequences. This will be at the discretion

of the Headteacher and every incident will be investigated independently.

DEALING WITH SEXUALISED BEHAVIOUR

Children who have experienced sexualised behaviour will need immediate support following an incident; however, they may well need ongoing support to help them come to terms with the incident and feel safe at school. Those harmed may need support to tell their full story and discuss how this has affected them.

The main response to such an incident must have two clear outcomes:

- Protect the victim
- Prevent the incident from happening again.

The School will:

- Investigate the incident
- Offer immediate support to the victim
- Offer structured support following the incident
- Offer a designated member of staff to support the family and is available to discuss and ensure support is continued.
- Engage with external agencies and partners – possibly referring to social care, child abuse investigation team, and specialist agencies for the victim and the perpetrator.

The handling of sensitive issues is particularly relevant when the incident is of a sexualised nature. Confidentiality and the protection of the privacy of the victim and perpetrator are important.

School sanction will be determined after the investigation and will depend on individual circumstances. Their purpose will:

- Impress that the behaviour is unacceptable
- Deter children from repeating the behaviour
- Signal to others that the behaviour was unacceptable
- Reassure the child who has been harmed, prevent future harm and repair harm.

Examples of sanctions used in these circumstances are:

- Limited free unstructured time
- Close supervision
- Part-time timetable
- Exclusion from afterschool and breakfast club
- Exclusion from lunchtime

- 1-1 supervision
- Managed moves
- Suspension or Permanent exclusions.

These sanctions are at the discretion of the Headteacher and the Local Governing Body. Following an incident, the School may decide to review the preventative practice and strategies. At all times the School will be promoting a positive, supportive and confrontation-free ethos.

Summary

In conclusion, developing and fostering good, respectful behaviour patterns is an integral part of our ethos at St. Werburgh's.

This policy is written in accordance with the following policies and documents:

- SWP Home School Agreement
- SWP Equalities Policy and Anti-Racism Appendix
- SWP Anti-Bullying Policy
- CST Child Protection and Safeguarding Policy
- CST Behaviour and Discipline Policy (this outlines the actions and procedures to be followed when a fixed term/permanent exclusion is being considered)

LIST OF APPENDICES:

Appendix 1: UN Convention On The Rights Of The Child

Appendix 2: Zones of Regulation

Appendix 3: Use of Intervention Rooms

Appendix 4: Guidelines for Children at Risk of Exclusion

Appendix 5: Strategies to use with Children Experiencing attachment Difficulties

Appendix 6: Lunchtime arrangements

APPENDIX 1: UN CONVENTION ON THE RIGHTS OF THE CHILD

These are the UNCRC articles we think about most often at school. The questions will help you use Rights Respecting language when you are working with children.

Article 28 - all children have the right to education



*Is our behaviour helping other children to access this right?
What might happen if children don't access this right?*

Article 12 - all children have the right to be taken seriously



Are we all listening respectfully to everyone, even if they aren't our friend?

Article 24 - all children have the right to a clean, healthy environment



*How can we take responsibility for helping other children access this right?
What happens if we don't have access to this right?*

APPENDIX 2: ZONES OF REGULATION

Zones of Regulation is a systematic approach to teaching children regulation skills. It does this through categorising feelings/states into 4 coloured zones - Blue, Green, Yellow and Red. The aim is to develop children's awareness of their own emotional state, give them independence in controlling emotions and behaviour through strategies, give them the ability to manage sensory needs and develop their problem-solving skills.

The 4 coloured zones are as follows:



The adults in school can then support the child to find strategies that enable them to regulate back to the Green Zone.

For example:



APPENDIX 3: USE OF INTERVENTION ROOMS

The Acorn, Lavender and Honeysuckle Rooms have been set up as intervention rooms to ensure that there is a calm and nurturing environment for anyone who needs a quiet and calm space. They are situated in the centre of each school site, which means any child in the School can use the room throughout the day. This is encouraged by all members of staff.

Anyone can request time with the Learning Mentor, including Parents, Carers, Teachers or Pupils. The Learning Mentor is based in the Acorn Room. This is recorded and reported to SENDCO, Assistant Headteacher, the Headteacher and the relevant class teacher. They will then discuss what further support may be appropriate for the child. The School Emotional Literacy Support Assistant (ELSA) is based in the Lavender Room on the Silver Birch site.

Any member of staff can use the Acorn or Lavender Rooms for a child who needs support with getting themselves ready for learning. The rooms are used for interventions such as circle-time and mediation between children. The children identify the rooms as a non-judgemental space and this helps with all kinds of situations and events.

Specialist programmes such as Lego therapy and ELSA are run in these rooms. These programmes are accessed through our SENDCO or Assistant Headteacher.

The Acorn or Lavender Room can also be used to introduce children back onto a whole-school timetable. Here we will use carefully structured routines to provide a balance of learning and teaching in a place where children feel that they are in an emotionally warm environment.

The rooms can also be used at playtimes and lunchtimes to support children with friendship groups during their unstructured time in the day. This gives the children a place where they can express their feelings and identify basic emotions in themselves and in others.

In the Acorn/Lavender Room, staff can find a range of resources, activities, books, games and calming music all of which can be used to support the teachers planning.

The Acorn/Lavender Rooms are sometimes used by outside agencies when working with vulnerable children and also by parents who need support or information regarding sensitive issues at home. The Rooms are also often used for meetings where parents can receive feedback on how their child is progressing in school as these rooms provide a less formal setting than the classroom.

APPENDIX 4: GUIDELINES FOR CHILDREN AT RISK OF EXCLUSION

Rationale

These guidelines are designed to support adults and children with procedures for dealing with undesirable or unacceptable behaviour, this will be our policy and procedures for positive handling.

Aim

The aims of these guidelines are to:

- Ensure the prime consideration is the welfare of children in school care.
- Ensure the safety, welfare and protection of adults who look after them.

Guidelines

These guidelines have been written for children who are managing themselves in such a manner that the School's standard behaviour and motivation policy will not support them adequately. These children may have an education health care plan for a Social, emotional or mental health identified need (SEMH), or they may be experiencing extreme emotional difficulties in a period in their life that is causing severe and heightened emotional states.

Our positive behaviour management, as stated in these guidelines, will include a range of supportive strategies for managing challenging behaviour. We will endeavour to reward effort and encourage children to take responsibility for improving their own behaviour. Staff will look for early warning signs if a child is not managing themselves well, be aware of and communicate to others any factors which may influence challenging behaviour and take steps to divest foreseeable risk. Children will be encouraged to focus on positive strategies using anger management techniques and choices. Staff will support children in this emotional state and safely manage crises when they occur. Staff will use Zones of Regulation language to support the child in recognising how the zone that they are in, the behaviour that they are showing and identify strategies to enable them to be ready for their learning again. All teaching and learning support staff have had team-teach positive handling training. Any member of staff who would like more training due to the needs of the children they work with needs to speak with the Headteacher or SENDCO.

Positive Handling

If a situation arises when a young person is not able to manage their emotional state and is a danger to themselves or others, it may, in a small number of incidences, be appropriate to involve the use of reasonable force (physical restraint) to control or restrain that child. Reasonable force may be used to prevent injury to people or damage to property.

If it is felt that positive handling of a young person **may** be necessary, then the staff working with that child should conduct a risk assessment of their environment with awareness of children's needs. The child's previous patterns of behaviour may help assess and reduce risk.

Physical restraint is a last resort and staff may choose not to make a physical intervention. They can make effective risk reduction by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Giving clear instructions and reason.
- Reminding them of choices and consequences.
- Removing an audience and taking vulnerable children to a safer place.
- Making the environment safer by moving furniture and removing objects.
- Using positive guidance or escorting children somewhere less pressured.
- Ensuring that colleagues know what is happening and get help.

Staff should support each other, offer and accept help, stay around if needed or look after a group/class. Staff can also offer alternative strategies and should communicate clearly so all understand what assistance is needed and available. Well-chosen words can avert an escalating crisis; however, it can be better to say nothing and take time to choose your words carefully to avoid an argument, confrontation and enflaming a situation.

The Headteacher or a member of the SLT should always be called to responses to extreme behaviour, and staff should be reminded that responses to severe behavioural outbursts should be reasonable and proportionate; they should be acts of good faith and not of anger.

Risk Assessment

Individual pupil risk assessments must be undertaken following either violent or excessive verbal aggression in order to identify appropriate control strategies.

Physical Controls

Staff **should not** attempt positive handling or physical restraint if they have not been trained. All children who have been identified as presenting a risk should have an individual risk assessment which details strategies which have been found to be effective or ineffective with the child. This plan will be reviewed in connection with any multi-agency work.

When choosing to use physical restraint, it must be ascertained that this is in the best interest of the child. Staff should consider whether this is the least intrusive action and whether they are the best person for taking this action. Staff should always make a verbal warning and use approved techniques and methods. Where possible staff should not act alone and one member of the SLT should be present or involved. Unreasonable use of force is when it is used to ensure compliance where there is no risk. Children should not deliberately have pain inflicted or be subjected to undignified or humiliating treatment. Children should only be secluded as a one-off emergency measure to protect health and safety. When dangerous behaviour presents a significant risk of injury to people it must be reported to the Health & Safety representative for the School, governors and to Cathedral Schools Trust.

Post-Incident

All incidents involving the use of force will be reported in writing to the Headteacher via CPOMS and the Headteacher will evaluate the incident and take appropriate action. The School will offer support to all involved. This support includes external supervision which the School offers on a termly basis to all members of staff. All injuries will be reported and recorded and a Health & Safety investigation carried out if necessary. The priority is to reduce risk and achieve calm. Time will be found to repair relationships and children will have an opportunity to express their feelings and suggest ways forward. Parents/carers will be informed on the same day.

Complaints

There is a formal complaints procedure for both children and staff. The School is an open establishment and will promote a transparent policy for all its community, adults and children.

St Werburgh's Primary School strives to ensure that the culture and ethos of the School are such that, whatever the heritage and origins of members of the School, everyone should be provided with the opportunity to experience, understand and celebrate diversity.

APPENDIX 5: STRATEGIES TO USE WITH CHILDREN EXPERIENCING ATTACHMENT DIFFICULTIES

At St Werburgh's Primary we believe that challenging behaviour can be a way of communicating unmet needs. We understand the importance of positive early relationships in developing healthy attachments. 'Attachment is a process that begins in the womb and continues from birth onwards' (Louise Bomber, 2008).

Attachment forms the basis for development and learning. Having a secure attachment has a positive effect on self-esteem, independence, empathy and resilience. Due to early trauma some children have gaps in their development, and children with attachment difficulties often feel, think and act much younger than their chronological age. Minor incidents can trigger a shame response which may be anger and controlling, impulsive behaviour.

Children may have difficulties understanding that important people continue to exist when out of contact with them. Some children also find it difficult to understand that no matter what parts of themselves or adults in school they are experiencing, all the other parts continue to exist. They find it difficult to understand that we are the sum of our parts, that there are bits of us we like and bits we would rather no one else saw.

We can help children with attachment difficulties by using language that, over time, identifies and refers to strengths eg *'I saw that you had a patient part today when you were waiting in-line for lunch'*. We can also use Zone of Regulation language to identify how the child is feeling, their behaviour and link these to strategies to support them to regulate again e.g. *"I can see that you are Yellow, as you are finding it tricky to concentrate, let's have a snack to help you get back to Green"* We need to be aware that when children are experiencing a stress response and have had an extreme outburst we need to wait until the cortisol flood has stopped and give them enough time to calm down in a safe place.

Reflective dialoguing (Bomber 2008) can also be helpful when working with children with attachment difficulties. First take time out to observe the child in a non-intrusive way and reflect on what you have seen. Then make gentle statements out loud that reflect what you can see e.g. *'you seem sad today'*. Next, make connections for pupils, giving words to what is going on e.g. *'you seem sad, I wonder if that's because'*. *'You're checking to see where everything is in the room, I wonder if that's to make yourself calm'*.

There are different types of attachment difficulty as identified by Geddes 2006:

<u>Type</u>	<u>Avoidant</u>	<u>Ambivalent</u>	<u>Disorganised</u>
Displays:	<ul style="list-style-type: none"> · High levels of self-reliance in tasks · Avoids eye contact · Appears anxious at unexpected change to routine · Likes to be in control · Expresses anger through aggression to others and objects · Answers can be mechanical 	<ul style="list-style-type: none"> · Poor attender · Clinging and controlling with the teacher · Shows behaviours which are irritating and intrusive when the teacher is speaking to others or the whole class · Trying to keep the teachers whole attention to themselves · Calling out, speaking when the teacher's speaking, standing close to the teacher, constant interrupting, unable to wait, very bossy and controlling with peers 	<ul style="list-style-type: none"> · Extreme reactions to being startled · Lack of empathy towards others · Very low self-esteem · Very sensitive to perceived criticism · In perpetual fight/flight mode · Any new situation is a treat or humiliation · Displays rage and violent behaviour · Challenging behaviour when there is a change · Appears to know it all already

<u>Type</u>	<u>Avoidant</u>	<u>Ambivalent</u>	<u>Disorganised</u>
Strategies:	<ul style="list-style-type: none"> · Small group teaching and support – the presence of peers makes the interaction with the teacher less threatening to them · Keep the focus of interaction on the task and off the child (e.g. not ‘you need to walk in the classroom’ but ‘we walk in the classroom’) · Offer them controlled choices · Explicit structure · Plan break times · Use stories to explore issues · Concrete and structured situations will be easier to learn through and less likely to feel threatened 	<ul style="list-style-type: none"> · Use of transitional objects to take the place of the teacher. Give them a job to do in your absence. · Give responsibility for tasks rather than people. They can experience being in control of actual tasks but not controlling others. · Use timers · Break tasks into small steps. · Use small group work to facilitate peer relationships. · Plan with and prepare the child for beginnings, separations and endings to reduce anxiety. 	<ul style="list-style-type: none"> · A reliable and predictable routine · Consistency and predictability of personnel · Consistency of application of rules/rewards and sanctions from all adults in the School · A physical space where they feel physically ‘contained’ · An agreed signal the child can give the adults when they are feeling anxious.

References:

Bomber, L *‘Inside I’m hurting: Practical strategies for supporting children with Attachment Difficulties in Schools’*, 2008

Geddes, H *‘Attachment in the Classroom’*, 2006

This Appendix was written following training provided to all staff by Sarah Jones from Bristol Educational Psychologists Team in January 2016 by Helen Faulkner, Deputy Headteacher.

APPENDIX 6: LUNCHTIME ARRANGEMENTS

Dining Hall:

Teaching/support staff, bring their class to the dining hall having washed their hands, and seat the class quietly ready for a positive lunch experience.

School meal supervisors send each class, one table at a time to collect their meal.

Pupils are expected to say please and thank you.

Pupils leave the table after an appropriate time and scrape their waste and put their utensils in a designated place ready for washing.

Playground:

The playground is supervised by school meal supervisory assistants (SMSAs) and identified support staff.

Children are offered a range of physical activities.

Ball games are confined to the enclosed multi-use games area (The Court) and sports coaches are employed to support lunchtime sessions here.

We have a well-stocked 'play pod' where children can access a wide range of scrap equipment that can be used to stimulate and resource creative free play.

First Aid:

An identified lead first aider is on duty every day.

All SMSAs/support staff are first aid trained and are responsible for managing less serious incidents.

Any first aid administered is logged on Meditracker.

Recognising and rewarding positive behaviour choices:

All lunchtime staff reward their observations of positive behaviour and play choices with verbal praise, stickers and nominations for lunchtime for being 'the kindest kid' SMSAs to issue

Managing and supporting negative/challenging choices:

All staff record/report incidents of negative behaviour on CPOMS. SMSAs inform the class teacher or their line managers (Learning Mentor on Willow site and ELSA on Silver Birch Annexe).

A range of strategies are used including verbal reminders, support from the Learning mentor, and in more serious cases SLT.