




Neroche Community Primary School

Behaviour Policy

(Including Bullying and Exclusion)

Previous policy review	Behaviour and Bully and Inclusion policies merged October 2020
Reviewed and accepted by Governing Body	
Next review	December 2022
Signed:  Chair, Governing Body – Dave Tucker	

Neroche Community Primary School

Behaviour Policy (including Bullying and Exclusion)



Aims

Our vision and expectations of Live and Learn for life by being the best that you can be and showing that you care underpins our whole school approach to behaviour at Neroche. This policy aims to promote positive behaviour through the ongoing development of pupil's emotional regulation and awareness.

We believe that our approach to behaviour enables children at Neroche to feel safe and happy enabling them to love and enjoy learning that will last for life. Children have a right to a voice; have the right to be safe and happy and the right to be valued as an individual.

This policy sets out a clear framework for our consistent school approach to positive behaviour and relationships. It aims to promote relationships as a key behaviour strategy where we understand each other, enabling everyone to work together with the common purpose and aim to help all children to be the best that they can be.

The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils are treated impartially and the behaviour policy is applied in a consistent and attuned way. For some children in our school community a degree of Equity** will be applied to ensure all children can access this behaviour policy equally. For example, this could include children on our SEN register with identified SEMH needs or by considering their developmental and emotional stage.

Rationale

At Neroche Community Primary School we recognise that behaviour is communicative and often reflects a child's emotion or feeling. Our behaviour policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation - Emotion Coaching.

The staff at Neroche develop empathetic relationships with pupils and ensure that school expectations are applied fairly taking Equity** into account. Staff model and expect high standards of behaviour in and around the school and expect the children to work to the best of their ability showing that they care. School staff are social, emotional and learning models for the children and use emotional coaching to help pupils to co-regulate to achieve their best.

We aim to work with parents to achieve a shared approach and consistency between home and school to support their child's emotional and behaviour development. We utilise and work with Level 2 services, Parent Family Support Advisor (PFSA) support and Level 3, Family Intervention Support (FIS) support if families need a higher level of support.

Promoting pupil engagement and self-regulation

At Neroche we do not share rules with the children and have only 2 school expectations that reinforce the schools vision to live and learn for life. The 2 expectations of being the best that they can be and showing that they care are displayed around the school and referred to constantly by all staff at points throughout the school day. Simple language is used and understood by all, enabling every child to own the expectations for themselves.



Emotion Coaching

At Neroche we use Emotion Coaching at least 60% of the time to support children to understand, regulate and reflect on their behaviour and feelings. For example, staff would need to react very differently to immediately stop a dangerous behaviour. The emotion coaching technique to stop a child from running across a road or jumping out of a tree is not appropriate and not immediate enough to protect a child from harm. Emotion Coaching would however, be used to reflect on the behaviour after this kind of reactive behaviour event.



We use a 3 stepped approach to emotion coach and manage 60%+ of behaviour at Neroche:

Step 1 – Connection not Correction (Core Value Respect)

We recognise the child's feeling and empathise with these feeling and not the behaviour, which helps to acknowledge the feeling with them. We verbalise and label the feeling with the child, which validates to the child why they might be feeling that way and that it is ok to feel that way. We use zones of regulation that all feelings link to, this supports the children to identify how their feeling links to an emotion. We acknowledge that the adult needs to make a connection with the child before any correction can occur. This is key to this first stage, step 1.

Zones of Regulation and Linked Emotions			
Not ready to learn	Able to learn	Loss of some control	Out of control
sad, sick, tired, hungry, lonely	happy, focused, proud, joy,	worried, disgusted, cross, frustration, embarrassed, jealous, seeking attention	fear, angry, distressed

Step 2 – Rapport before Reason (Core Value Positivity)

We then set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to then..... We believe that there needs to be rapport between the child and adult before any reason can be unpicked and discussed. This is crucial to this stage.

Step 3 - Explore, scaffold and empower (Core Value Collective Responsibility)

We would then aim to problem solve with the child supporting them to identify how to make the situation better, identifying what needs to happen as a result. This aims to empower the child to do something positive about their behaviour and supports them to self regulate if faced with a similar situation in the future. The more exploration and modelling of emotional problem solving a child receives the more empowered they become in identifying their own feelings and emotional regulation.

Appendix A shows some examples of Emotion Coaching in practice and highlights some key phrasing that we as a whole staff strive to use as a school.

Positive Rewards

Positive rewards and reinforcement are given to and shared with the children throughout the day. The aim is to promote confidence, motivation and to help pupils develop growth mindsets which in turn promotes and supports pro-social behaviours. These include:

- Verbal praise – class, group, individual personal feedback on behaviour and engagement with the school expectations
- House points – every child belongs to a house, Blackdowns, Mendips, Poldens, Quantocks. The children are awarded house points for demonstrating that they are meeting the school expectations. Any adult at school can award house points
- Sharing work – work sharing is used across classes and the school

- Wow moments are shared with families on Tapestry. Parents are able to write comments for the child to share back at school with their class. There is also the opportunity to share Wow moments from out of school
- Shining Star certificates awarded in Celebration Assemblies
- Show that you care bugs awarded in Celebration Assemblies
- Be the best that you can be badges awarded in Celebration Assemblies
- Headteacher's awards that are posted home
- Individual class rewards may be given

Behaviour Regulation Support

We have a stepped approach to support behaviour regulation both in lessons and at playtime at Neroche. This ensures that learning and play can continue and there is minimal disruption to others.

Classroom Behaviour regulation Support Steps

Step one, Behaviour Reminders:

Where a child is starting to disrupt a lesson, classroom adults place reminder tokens/counters next to the child. The tokens are placed without any verbal interaction and the child will know instantly that the adult has noticed their behaviour is becoming unregulated. Usually, in this instance, a child can regulate the way they are behaving and modify the behaviour, showing that they can conform to the school expectations. Classroom adults will use positive praise and reinforcement to support the child to self-regulate and refocus their learning.

If a child receives 3 tokens/counters in one lesson, then they move to Step 2 however a degree of Equity will always be applied where needed.

Step Two, Brain Breather:

Each classroom has a Brain Breather area.

If a child has received 3 reminder tokens/counters, then this results in them leaving their learning space to move to another area of the classroom.

They sit comfortably on a Brain Breather chair with a specially designed thought bubble cushion.

They work through a Behaviour Regulation Booklet which supports them to be able to successfully return to the lesson.

The movement to the Brain Breather area is independent and requires very little adult engagement, meaning other children's learning is not disrupted.

The Behaviour Regulation Booklet contains pages, which encourage the child to breathe in a calming way; to visualise calming environments and they are re-focused on being a successful learner.

The last page of the behaviour regulation booklet directs them to return to their learning.

Step Three, Bounce Back:

If a child has already visited the Brain Breather area once in a lesson and continues to disrupt the lesson and other's learning, then they move to Step 3.

Each Classroom has a Bounce Back Bell.

The Bounce Back Bell is rung to alert a Senior member of staff to the classroom.

The child is collected and spoken to by a senior member of staff.

The location of this conversation depends on space available at the time but will usually take place outside of the classroom environment.

The conversation will use Emotion Coaching techniques to try to identify why the child is behaving in the way that they are. A reflective log will be completed and recorded. **Appendix E**

The child, if they can, will then be returned to class to continue learning.

Parents will be informed by the class teacher if their child has required this Bounce Back step.

Step Four:

If a child has received 3 Bounce Backs in a week then they will receive a Positive Praise Plan. Again, equity will be applied for children with identified SEMH and SEN behaviour needs to ensure equal access to the behaviour steps.

Step 4 demonstrates that an individual child needs sustained adult support to regulate their behaviour **Appendix B** (PPP). The child will visit a member of the Senior staff to identify a target that they need to work on to help them self regulate their behaviour.

Then after each lesson during the week (depending on the behaviour foci) they will reflect on their behaviour with a school adult. They will use a Positive Praise Plan to share their success and talk through their behaviours in the lessons.

Stickers/stamps/comments are used on the plan to record positive behaviour. There will be no record of negative behaviour but the space on the card will be left blank or a motivational message of encouragement will be recorded to support the child.

If, through discussion, it is identified that the child has continued to display negative behaviour in a lesson then the SENCO will become involved to assess any underlying SEN needs that are causing a barrier to the child's ability to regulate their behaviour.

Parents will be informed if their child is given a Positive Praise Plan by their class teacher or member of SLT and they will receive feedback via the child's Positive Praise Plan. Parents will be encouraged to meet with the class teacher and the child after 5 school days to share the child's success and discuss whether the plan needs to continue into the next week or whether the child has shown improvements in being able to regulate their behaviour.

Patterns of behaviour will be looked at during this meeting and will form the basis of the decision of whether there is a need for the Positive Praise Plan to continue. The SENCO may be involved if the child has an identified SEN need and is on the school's SEN register.

Step Five:

If a child continues to disrupt learning despite the use of the stepped approach and despite SENCO involvement, then periods of Fixed Term Exclusion may be considered by the Headteacher. *

Fixed Term Exclusion is viewed as a last resort and a number of circumstances will be carefully considered, a degree of Equity may need to be applied depending on a child's individual circumstance; external professionals may be consulted and alternative solutions may be explored before a Fixed Term Exclusion is considered.

Playtime / Lunchtime Behaviour regulation Support Steps

Step One:

A child will be spoken to by an adult on duty to remind that their behaviour is impacting others. This is a vital step of early intervention and could be repeated a number of times before Step 2. Equity will always be applied.

Step two:

If despite several reminders from adults, a child continues to behave in a way that impacts others then they will be asked to move to the Brain Breather area. They will be asked to work through a similar booklet of resources to support them to regulate their feeling and emotions. The last page will direct them to re-join their class/ group.

Step Three:

If a child has already visited the Brain Breather area during a playtime and their behaviour continues, they will be sent to the Bounce Back area.

This will be in the gazebo for KS2 and the First Aid room for EYFS/KS1. The adult supervising those areas will use Emotion Coaching techniques to try to identify why the child is behaving in the way that they are. A reflective log will be completed and recorded. **Appendix E**

The child, if they can, will then be returned to continue with their playtime.

Parents will be informed by the class teacher if their child has required this Bounce Back step.

Step Four

If a child continues to disrupt playtimes despite the use of the stepped approach and despite SENCO involvement, then periods of Fixed Term Exclusion may be considered by the Headteacher. *

Fixed Term Exclusion is viewed as a last resort and a number of circumstances will be carefully considered, a degree of Equity may need to be applied depending on a child's individual circumstance; external professionals may be consulted and alternative solutions may be explored before a Fixed Term Exclusion is considered.

Monitoring and Reporting Behaviour Patterns

Every adult at school can report behaviour using our CPOMS online monitoring system. This system is monitored by members of the SLT. SLT look at behaviour patterns across the whole school and look at key successes that are shared at whole school level via staff meetings. Behaviour patterns, trends, actions and impacts are reported to the Governing Body for their monitoring – NO individual child is identified in this information or monitoring.

Applying Equity to support individual needs

At Neroche, we acknowledge that some children's behaviour may reflect a child's Special Need, which may require additional provision beyond that outlined in this policy. The SEND policy should be read in conjunction with this policy for how additional needs are supported at the school. At Neroche, we recognise that a child may have an additional SEMH or behavioural need rather than an additional academic need. Additional SEMH or behavioural needs may result in the child being on the Special Needs Register for the school. Children with an individual learning need including a Social, Emotional, Mental Health need that links to behaviour will have an Individual Learning Passport. A child with an Individual Learning Passport will be on the school's SEN register. Equity will be applied for these children where needed to ensure equality. **

Risk Assessment

At times, it may be necessary to conduct a risk assessment for a particular behaviour displayed by an individual child. We will always try to reduce risks by managing the school environment, staff body language; the way staff talk and interact with the children and by personalising the curriculum and using additional learning opportunities for the child. Any risk assessment put in place for individual children will be shared with parents and be acknowledged on the child's Individual Learning Passport. All staff working with the child will be made aware of the control measures that have been put in place to minimise the risk.

Bullying

Bullying is a continued action taken by one or more children of targeting another child with the deliberate intention of hurting that child, either physically or verbally or emotionally or online.

Bullying is wrong and damages individual children. Staff therefore do all they can to prevent it, by developing a school ethos where bullying is regarded as unacceptable.

Children are made aware of different forms of bullying including cyber-bullying. This is made specific reference to in our online safety policy.

Staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Staff emphasise to the children that there is a difference between bullying and simply falling out/friendship issues. This is done through class discussion, circle time and group social support from an ELSA teacher. In these sessions children are encouraged to share their feelings and are reminded how they should deal with incidents of bullying by telling an adult, and acting positively should it either happen to them or they see it happening to others.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher in the first instance. These concerns will be investigated immediately by the school. Everyone believes working with the bullied and the bully is essential for moving forward positively.

In the event of a bullying incident the parents of all children involved have communication with the Headteacher and other key staff and a plan of action is decided. A questionnaire (Appendix D) of the schools response may be given to the parents of victims of bullying to enable the school to evaluate the effectiveness of the school response. Bullying can lead to exclusion due to the nature of the behaviour and the impact on the victim. However, exclusion is not always an outcome for bullying.

Serious Un-regulated Behaviour

At Neroche, it is rare that the school support we have in place will not have a positive impact on a child's behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating disruptive behaviour that impacts others.

As a school, we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours from a child are unsafe, violent and prevent the efficient education of the other children, fixed term or permanent exclusion may be applied.

We abide by the DfE Exclusion from maintained schools, academies and pupil referral units in England, September 2017 guidance and report any exclusions to Somerset Local Authority following the local and national guidance. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

All schools have to report racial incidents and exclusion. These incidents must be reported to County and to the Governing Body. We use OSHENS to report racial incidents and Brom Com as our MIS system to record exclusions. The Headteacher will seek advice from County about alleged racial incidents and potential exclusion to validate decision making and liaise with the Chair of Governors. Advice is always sought prior to exclusion for children in receipt of an EHCP and Children of Looked After status.

Appendix C explains what happens if your child is excluded.

Support of adults to ensure the consistency of approach to behaviour

All new staff are inducted into the school's approach to behaviour.

The ethos and vision of the school are outlined and all staff are expected to support the approach.

Recruitment of new staff will endeavour to challenge a candidate's view of behaviour management to ensure consistency of approach. Children's behaviour and attitudes are monitored as part of the school's Self Evaluation (SEF).

Class teachers and support staff play a key role in the behaviour management for the children in their class, modelling to the wider class team and being the main communicator with parents surrounding their child's behaviour.

Class teachers are the first point of contact between parents regarding behaviour unless an incident is deemed serious and warrants intervention or exclusion. In this circumstance the communication will be with the Headteacher or the Deputy Headteacher in their absence and not the class teacher.




****Terms**

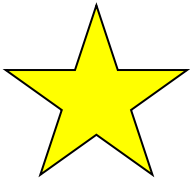
Equality means treating everyone the same regardless of their individual needs.

Equity means treating people fairly but differently, because people have different needs.

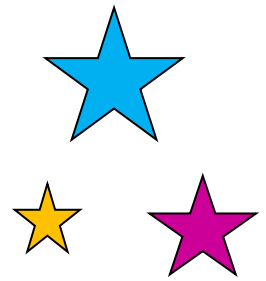
Emotion Coaching in Practice



<p>Core Value: Respect</p>	<p>STEP 1 Connection not Correction</p>
<p></p> <p>Notice Stress and step in to press the ‘Pause Button’ Be proactive not reactive</p>	<p>I can see that you are looking a bit ... Am I right in thinking you are ...? I can sense something is not quite right ... I understand that things are getting a bit excitable/ people are beginning to lose their tempers/ feeling hurt ... I understand you are feeling angry/ sad/ jealous/ worried – is it because ...? I would feel if I were ...</p>
<p>Core Value: Positivity</p>	<p>STEP 2 Rapport before Reason</p>
<p></p> <p>Root in place and allow space to reflect and breathe through the problem</p>	<p>Can you tell me exactly what happened? What do you think led up to this ...? Has this happened before? If more than one child – take time to listen to both versions – not allowing them to interrupt each other. I see you both agree on ... I wonder why you find it hard to agree on ... These are the behaviour expectations we have to follow. Doing that is not OK.</p>
<p>Core Value: Collective Responsibility</p>	<p>STEP 3 Explore, scaffold and empower</p>
<p></p> <p>Respond with Care for everyone</p>	<p>These are the behaviour expectations, which we have to follow to keep everyone safe and happy. How can we find a way to put this right? If you were, how would you feel? How can we make things better for everyone? How can we sort this out? What can we learn from this .. Next time you are feeling like this, what could you do?</p>



Positive Praise Plan



Learning Times

Name _____ Dates _____

My target is to _____

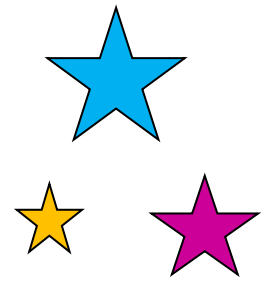
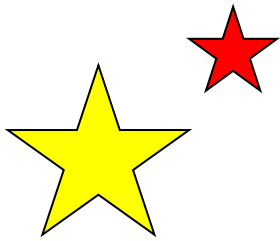
Day	1 st lesson	2 nd lesson	3 rd lesson	4 th lesson
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Child's comment/s at the end of the Positive Praise Plan:

Class teacher's comment/s at the end of the plan:

Parent's comment/s at the end of the Positive Praise Plan:

Headteacher's comment/s at the end of the plan:



Positive Praise Plan

Playtimes

Name _____ Dates _____

My target is to _____

Day	Morning Playtime	Lunchtime
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Child's comment/s at the end of the Positive Praise Plan:

Class teacher's comment/s at the end of the plan:

Parent's comment/s at the end of the Positive Praise Plan:

Headteacher's comment/s at the end of the plan:

If your child is excluded

Exclusion is only used as a sanction at Neroche as a last resort for behaviour that is continually having an impact on other children's education or as a sanction for a severe act of behaviour towards another child or member of staff. As a school, we acknowledge that parents see exclusion as a negative sanction which impacts work and family life and we recognise that the process can be both emotional and upsetting. The Headteacher is the only member of staff who has the authority to exclude your child and will never take the decision to do so lightly. They will consult with Senior members of staff and the Local Authority before making their final decision. The Government supports Headteachers use of exclusion as a sanction for behaviour.

On the day your child is excluded

The Headteacher* will notify you verbally, as soon as possible.

The Headteacher* will talk to you about the length of the exclusion and the reason for it.

Exclusions can be for part days or lunchtimes. Lunchtimes are recorded as half a day each.

Your child may be excluded for one or more fixed periods in an academic year or permanently.

An individual child can be excluded up to a maximum of 45 whole school days in any single academic year.

A parent cannot simply be asked to collect their child from school to cool down or reflect on their behaviour – this has to be formally recorded as an exclusion even if for part of a day.

**The Headteacher is the only member of staff who has the authority to exclude your child. If they are not on site they will still be the person who has made the decision but it might be the named Deputy Headteacher that verbally informs you as the parent due to the Headteacher's absence from the school site. Please be assured the named Deputy Headteacher does not have the authority alone to exclude even if the Headteacher is absent.*

On the day your child is excluded or as soon as possible

The Headteacher will provide you with the following information in writing to confirm:

- the reason(s) for the exclusion
- the period of a fixed-period exclusion or, for if it is a permanent exclusion, the fact that it is permanent

Written notification of the information can be provided by giving it directly to you when you meet to talk to the Headteacher* or when you arrive to collect your child. It can however also be posted to the address we hold on record for your child.

The written confirmation will explained to you that as the child's parent you have the right to make representations about the exclusion to the governing board; how to go about making a representation and that you as a parent have the right to attend a meeting with the governing board to consider the exclusion. You are able to bring a friend or family member to this meeting or legal representation (at your own expense).

While your child is excluded

The class teacher will provide work for your child which needs to be returned to school for marking. The work the class teacher sets will be at a level that the child is able to access and achieve outside of school and with a degree of independence.

This applies to exclusions up to and including 5 days.

Your child **must not** be present in a public place at any time during school hours on the days that they have been issued with an exclusion. *Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.*

The day of returning to school

On the day that your child is due to return to school you must attend a reintegration meeting with them and the Headteacher*. It is crucial that both you and your child are part of this meeting.

This meeting will be held at 9.10 on the school site and you will be asked to bring your child into school via the main front door and not the playground.

The meeting may also include other members of school staff such as the class teacher, SENCO or Deputy Headteacher. The meeting will be conducted by the Headteacher* who will ascertain whether it is appropriate for your child to return back to school.

If the Headteacher* feels that your child can be re-integrated into class, your child will return straight from the reintegration meeting to class and you as the parent will be free to leave. This marks the end of the exclusion. If at the reintegration meeting the Headteacher* is not satisfied that it is appropriate for your child to be re-integrated back into class then an extended period of exclusion will be issued. This will be communicated verbally at the meeting and followed up with written confirmation which will be posted to the address we hold for your child.

If your child is excluded we would draw your attention to the following advice and guidance for support:

- a link to this statutory guidance on exclusions (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.aceed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time);
- where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

Parent Questionnaire – Bullying Incident/Allegation

Recently you have approached the school with a bullying allegation against your child.

As a school we continually review our practice to ensure parents and children feel supported.

We would be grateful if you would complete the questionnaire so we can review how the incident was managed.

Thank you in advance.

.....

Who did you report your concerns to?

Did you feel that your concerns were listen to and taken seriously? Yes No (please circle)

Where you reassured that your concerns would be investigated? Yes No (please circle)

Where you informed of the schools’ investigation findings? Yes No (please circle)

Did you child feel supported by school staff? Yes No (please circle)

Where you happy with the outcome? Yes No (please circle)

If no, what were you hoping the outcome would be?

.....

.....

.....

Date

Parent name


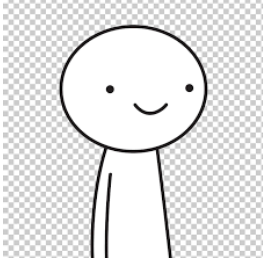
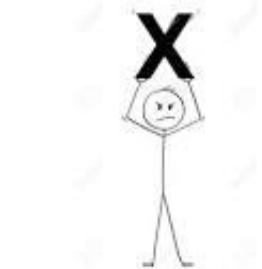

Parent signature

Bounce Back – Reflection Record

Date:..... Time:

Name of child: Lesson:

How are you feeling?

Not ready to learn	Able to learn	Loss of some control	Out of control
sad sick tired hungry lonely	happy focused proud joy	worried disgusted cross frustration embarrassed jealous	fear angry distressed
			

What went wrong?

How can you put it right?
