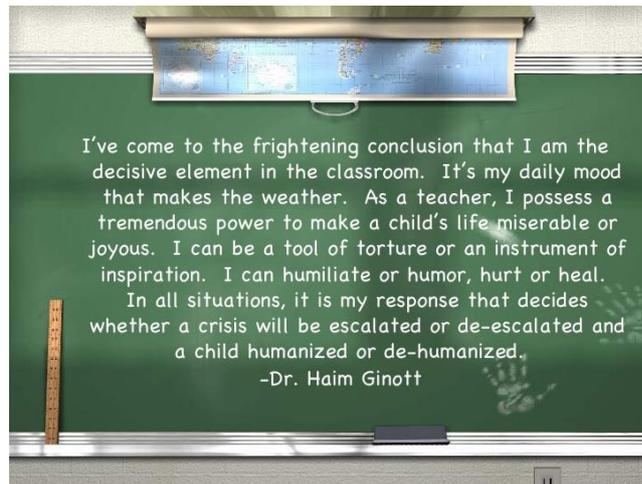


Understanding Behaviours at Beormund.



Children attend Beormund Primary school because they have continually displayed challenging behaviours at their mainstream setting(s) and/or PRU. Behaviours are a form of communication and for us, as professionals, it's about establishing the function of those behaviours. This is achieved by monitoring, tracking and reflecting upon a child's patterns of behaviours - acknowledging their triggers, charting and celebrating subsequent progress.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their demeanour, actions and behaviours – *Please also refer to our school's Safeguarding Policy in our aim to keep children safe.*

All children arrive at Beormund with EHC Plans detailing their social, emotional and mental health needs. This encompasses a plethora of needs, diagnosis and life experiences that have shaped their short lives. As staff we recognise that experiences affect the way children are feeling. Feelings drive behaviours which cause reactions. By managing moods, identifying and reflecting on feelings, we can change behaviour. (*Reference Team Teach conflict spiral for additional information*)

Aims:

At Beormund we strive to achieve the following:

- Ensure that Beormund is a safe, secure and stimulating environment that promotes learning and a sense of community.
- Provide a positive, consistent and reflective approach to the management of children's behaviour
- Promote and encourage the continual development of all staff in understanding the needs of children with SEMH.
- Develop constructive partnerships with parents/carers and support them in the management of their children's behaviour.
- Understand that children's behaviour can change (both positively and negatively due to a range of factors) and provide appropriate support and guidance when necessary.
- Build positive relationships with everybody and create a climate of mutual respect amongst pupils, staff and all other stakeholders.

Values:

At Beormund School we share a key set of values that are regularly reviewed and agreed during BeyondBehaviour inset tasks or as part of our policy review. Our class names reflect key values as voted by our staff team back in September 2017: Honesty, Empathy, Resilience, Integrity and Perseverance.

At Beormund we adopt the policies and principles of Team Teach as a holistic positive behaviour strategy. 95% of Team Teach is diversion and distraction techniques and physical intervention relates to the remaining 5%. Physical contact is gradual and graded: prompts, comfort and reassuring touch, guides, escorts and holds leading to physical restraint and restrictive physical interventions.

Personalisation:

At Beormund we have different steps, different stages and different strategies to use in different scenarios. Behaviours will be addressed taking account of the individual child and the function(s) of the behaviour(s). Staff will reflect using ABC (Antecedent, Behaviours and Consequence) and when considering any given situation, key decisions will be made when staff are calm and reflective. We serve a diverse school community and are working to ensure that our curriculum is reflective of the children we teach and the families we support. Acknowledgement of a child's cultural influences, religion, language, special needs diagnosis or any other status is essential when providing equitable opportunities.

Personalisation Meetings are ringfenced time for the class team to acknowledge and address the needs of one child; to read, reflect upon and annotate on the contents of that child's Personalisation File e.g. Pupil on a Page, Risk Assessment.

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During this time class teams are also encouraged to identify patterns of behaviours – time of day, sessions, transitions, assemblies, days of the week, subjects and/or adults can all be contributing factors to a child's feelings, anxieties, responses and their subsequent behaviours. It serves like a Team Around the Child (TAC) meeting and would address educational and academic aspects of a child's schooling too.

Distraction and Diversion techniques:

Knowing each child in your class team is essential if you aim to provide a personalised approach to learning. Teams should utilise structured opportunities such as Morning Munch, Reading for Pleasure and Get Busy to build relationships. Enrichment trips are an ideal opportunity for the adults and children to build upon shared experiences. Class staff teams should be able to identify a child's likes, dislikes, interests, motivations, family and beliefs. 95% of the Team Teach philosophy is distraction and diversion techniques. This encompasses use of space, management of time, changes to the environment, stances, postures and gestures, facial expressions, eyes, voices and words.

Shillings:

Shillings form an integral part of our Behaviour policy where children can earn up to 100 shillings per day (ref Appendices). Shillings are banked and can be exchanged for educational toys, games, play and sports equipment from Shillings World. This is regularly replenished by the Student Council to ensure the content is reflective of the children's interests. Shillings World is technology free and we instead encourage creativity and the development of social skills through board games.

A child's achievement in shillings is recognised and celebrated during Monday's Headteacher's assembly. Children who attain 475 shillings and more (out of 500) are presented with a certificate.

Community Chest is a bank of Shillings that is collected after children have been violent and aggressive towards staff or peers, there has been damage to property, racist, homophobic language or if a child has displayed bullying behaviours. At the end of each term names are pulled out and awarded additional shillings.

Addressing Challenging Behaviours:

If our positive redirection strategies fail we will need to sanction unacceptable behaviour. Children need to learn that their actions can lead to consequences. Sanctions we employ, where possible, should relate to the behaviours shown. Behaviours do not have to be addressed directly in the moment but should happen on that particular day. At Beormund we have the philosophy of a new day and a fresh start.

After we have given the child verbal warnings the following steps may need to be followed. Certain behaviours automatically enter the hierarchy at a particular level. It is important to remember that we know our pupils and endeavour for them to achieve success and find positive ways forward. Some sanctions will work for certain children and some will not. We need to find the one that works. It may be appropriate to allow pupils to earn time off. This list is not exhaustive:

- Shillings
- 3 minutes time out in class - *swearing, distracting others, not following instructions, rudeness, cussing, excessive noise*
- 5 minutes time out in class - *if the child refuses to comply with the above*
- 10 minutes thinking time at break - *failing to comply with the above, leaving class without permission, making personal remarks, minor damage, sexualised language, throwing objects*
- 15 minute thinking time at break - *failing to comply with the above, fighting, kicking, spitting, and throwing objects at people*
- 20 minute thinking time - *failure to comply with thinking time expectations, leaving school building*
- Learning Support Room. *Although please note that the LSR is not only used as a sanction.*
- Failure of thinking time, assault, leaving site, sexism, racism, homophobia, bullying, dangerous situations, significant damage, setting off fire alarm
- Meeting(s) booked with parents and carers.
- Team Around the Child (TAC) or Team around the Family (TAF) meetings with therapists and other outside agencies.
- SLT involvement
- Internal exclusion
- 1-1 tuition
- Parent/carer involvement
- Fixed term exclusion which can only be authorised by Headteacher or deputy in her absence
- Governor disciplinary panel
- Permanent exclusion

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Recording Behaviours:

Staff note behaviours using the Emotional Monitoring tab on Behaviour Watch. All staff have their own log in to this web based platform and are required to make entries as soon as is practicable. Behaviour Watch gathers observations, comments and quotes from children, their responses to situations, suitable/successful or ineffective distraction and diversion techniques. We note when and why children attend Thinking Time and mark their shillings each day.

House Points:

Beormund pupils are arranged into 4 houses – Red, Yellow, Blue and Green. There is a mixture of year groups in each house. Members of staff are allocated to each house with one member of staff acting as house leader. At the beginning of the year a house captain will be elected for each house. House points are awarded in Monday's assembly for pupils who achieve Headteacher award certificates or earn over 470 shillings in the previous week. House points can also be gained in raffles, house competitions or used as an extra incentive at any other time. Please inform the front office so that any points earned can be added to the weekly total.

A House Day will be organised on the first Wednesday back after half term. The winning house will be rewarded with a special day out. Activities for the other houses will be organised by house leaders onsite.

Recording Team Teach Interventions at Beormund:

- If a child is a danger to themselves, to others, damaging property or absconding, staff may use Team Teach physical interventions. All Team Teach holds are logged on an Incident Form on Behaviour Watch. Parents and carers are informed, that day, by the member of staff who initiated the hold or by a member of the child's class team. This must be agreed and calls made before staff members who witnessed the incident head home.
- When completing an Incident report all staff members who played a part in the physical restraint e.g. foot brace or changeover should be cc into the report. The recipient should the log onto Behaviour Watch to verify a colleague's account.

Additional Behaviour Management approaches:

- All families are regularly given a synopsis of their child's day. This may be verbally (face to face or over the phone) or in written form – text, Home School Diary or email.
- All incidents involving bullying, racism, homophobia, sexism, religion are recorded on an Incident form on Behaviour Watch and the parents/carers are informed. If there is a recurring pattern of behaviour the class team should approach the Behaviour Support Manager in the first instance to arrange a meeting with the parent/carers.
- Intentional damage caused by a pupil will be billed to the pupil's home and/or shillings will be deducted to pay for repairs or replacement.
- Non essential items brought to school will be confiscated until the end of the week or the end of the term after an initial warning has been given.
- For children travelling independently to school, the parents/carers can request for the school to retain a mobile phone and money in the school office. This must be handed into Ria or Julia at the start of the day. The arrangement must be agreed by a member of SLT
- Inappropriate age related films, music or games will not be returned to children and the relevant safeguarding procedures will be followed.
- Children are expected to wear school uniform and provide a PE & swimming kit. Spare, clean uniform and kits can be found in the Art/DT room. If a child has no jumper, has forgotten their PE kit this must be noted on Emotional Monitoring/Behaviour Watch and the safeguarding team must also be notified.
- Children can only bring and use roll on deodorants after PE and swimming. Aerosol spray cans are not allowed.
- Stud earrings and watches are permitted to be worn but no other form of jewellery is allowed. Watches should be removed for physical activity/sports.

Staff contributed to revised document: July 2019 & November 2019 during Inset.

Staff members included: LB, AH, EA, KE, SA, FC, SS, VV, RB, AW, JB, HT, VP, SA, SR, NG, JR, AA.

Policy written by Lisa Butcher, Headteacher. December 2019

Approval sought by Governors: February 2020

Appendices

Our Rights and Responsibilities

My right is to be safe.

My responsibility is to help ensure the safety of others.

My right is to learn.

My responsibility is to let others learn and allow staff to teach.

My right is to be respected.

My responsibility is to treat others with respect.

My right is to be heard.

My responsibility is to allow others to be heard and listen to their points of view.

My right is to have beliefs.

My responsibility is to respect the beliefs of others.

My right is to receive support.

My responsibility is to allow others to be supported and offer support if I am able.

School Rules

1. We remember that everybody has the right to feel safe in their bodies and their feelings.
2. We treat others kindly or we leave them alone.
3. We speak to one another politely.
4. We take care of property and the school building.
5. We are always in the right place in the right time.

Positive Behaviour Strategies

For many children who attend our school, Beormund is a safe haven. We aim to provide an aspirational, positive ethos. We aim to provide a fair, consistent and effective approach to children's behaviour but we also maintain an understanding of the needs of the individual child. For us to provide a personalised approach, we acknowledge that sometimes rewards or sanctions may not be conducive, as we attempt to shape children's behaviours and unwanted responses to different situations. Our aim is for us to track and acknowledge progress made.

As a school serving children with SEMH needs we look to address their social, emotional and academic behaviours so that they are able to make the academic progress they need to reach age related expectations. We use a plethora of effective strategies such as:

- Adults modelling appropriate behaviour at all times – verbalising thought processes and demonstrating strategies to cope with challenging situations throughout the day.
- Setting clear boundaries and rules
- Developing a shared understanding of high expectations for all
- Providing self-esteem activities e.g. ELSA interventions
- Maintaining relationships with children in other classes. Encouraging positive attachments.
- Giving specific positive feedback and praise related to the behaviours shown.
- Open and honest communication with parents and carers – positive as well as challenging
- Celebrating achievement in its many forms
- Setting personalised targets using the Readiness to reintegration tool.

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- Providing curriculum enrichment activities that engage the learner outside of the classroom.
- Continually developing links with other schools and outside agencies
- Producing inclusive and stimulating displays to celebrate success
- Providing opportunities for residential trips away e.g. Macaroni Woods
- Providing routine and structure. And informing children (where possible) in advance of change.
- Ensuring that lessons are well planned and cater for individual needs. Personalisation is at the heart of planning,
- Using principles of Restorative Justice
- Providing a clean, tidy and well-resourced environment to encourage ownership and autonomy.

Shillings

Children who damage property, their work or harm others may pay using their shillings. Additional shillings can be awarded although these are not added to the weekly total.

Shillings can be earned for:

- Staying on task, independent learning and persevering with challenging work.
- Completing work to a high standard
- Good choices made – display of integrity
- Helping and/or sharing with others – kindness, compassion, empathy shown. .
- Being in the right place
- Achieving targets – academic, social and emotional.
- Great transitions, lining up, following instructions.
- Active listening
- Cooperating, turn taking, team work.

Total possible	Opportunities to achieve shillings	Daily timetable
5	Entering school sensibly and going straight to class.	
10	Session 1 Basics. Personalised learning	09.00 – 9.40
5	Morning Munch – <i>News & Reviews, PSHE, Circle time encouraged.</i>	09.40 – 10.00
10	Session 2	10.00 – 10.45
10	Session 3	10.45 – 11.30
5	Morning Break - <i>children can earn 3 shillings if they successfully complete Thinking Time</i>	11.30 – 11.50
5	Massage	11.50 – 12.05
10	Session 4	12.05 – 12.50
5	Assembly	12.50 – 13.10
5	Lunch	13.10 – 13.40
5	Lunch Play - <i>children can earn 3 if they successfully complete Thinking Time</i>	13.40 – 14.00
5	Reading for Pleasure	14.00 – 14.15
10	Session 5 <i>Get Busy – Also, behaviour permitting, Beormund Band, Football & Fitness etc.</i>	14.15 – 15.00
5	Reflection time <i>Review of day, total shillings, letters and diary</i>	15.00 – 15.10
5	Leaving school promptly and sensibly when called	

Please note that timings will differ on Tuesday and Thursday because of swimming, PE and teacher's allocated PPA

Rewards

At Beormund we recognise all achievements, including a child's social and emotional development. Celebrating children making the right choices raises self-esteem and a motivation to do the right thing.

- Positive praise, stickers, certificates.
- Additional shillings awarded for effort, honesty, kindness, integrity, resilience and other values.
- Impromptu (as well as planned) visits to Shillings World
- Raffle tickets completed, adult clearly states reason for the raffle – three names are picked out of the pot during Friday's Achievement Assembly (1st, 2nd, 3rd)
- Positive communication home via Text2Parents, emails or Home School Diary
- Phone call home – which is noted in Contact Log/Behaviour Watch.
- Headteacher Awards during Monday's assembly
- Achievement Certificates awarded in Friday's assembly
- Medals and prizes
- House points

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- Social media. Publish learning and achievements on the school's website or Twitter.



Unacceptable Behaviour

In order to maintain a positive ethos and provide opportunities for children to make wise choices about their behaviour, we adopt distraction and diversion techniques based on our knowledge of the individual child. These strategies may include:

- Non-verbal signs, signals, gestures, eye contact
- Deliberate ignoring whilst giving attention to others that are doing the right thing
- Appropriate touch
- Using when.....then direction
- Time out, quiet, calming space within the classroom
- Consequences made clear
- Reminder of expectations
- Emphasis placed on the child's current behaviour targets and progress so far
- Providing choices – enabling children a way out.
- Using humour
- Sometimes not saying anything – simply remaining close but giving time and space until the child is ready to talk