



Beormund School's Behaviour Policy

As a school team we have an acute understanding of relationships - even in the most challenging of moments. Forming relationships and becoming Emotionally Available Adults (EAA) to children who find it difficult to regulate their emotions is paramount to what we do here at Beormund. Staff remain calm, empathic and curious. We recognise that behaviours are a form of communication and our ambition is to understand what lies beneath the behaviours and support children in developing coping strategies in order to shift patterns of behaviours. As staff we recognise that all interactions are interventions and that for many, school is a protective factor. Our aim is for all children who attend Beormund to make social and emotional progress. As a school we collectively hold high expectations in terms of how children respond to and interact with the staff who provide clear structure, routines and firm boundaries in order to keep all children safe at our school.

“Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.” [DfE Behaviour in Schools Guidance](#)

Children who arrive at Beormund attend because their needs could not be met in a mainstream setting. As part of a transition plan we will complete a Personalised Risk Assessment in collaboration with previous setting(s) and outside agencies, including social care to identify the severity and likelihood of behaviours displayed which will form a baseline and equip Beormund staff with knowledge of antecedents, possible triggers as well as successful strategies and rescues. The aim is for us as educators and EEA to see the behaviour before the behaviour becomes a concern and significantly impacts on a child's ability to learn.

All children arrive at Beormund with an Education and Health Care Plan (EHCP) outlining their social, emotional and mental health (SEMH) needs. We are needs based school as opposed to diagnosis but recognise that some such as Autism (ASD) and ADHD will affect a child's perception of the world and their ability to read the behaviours of others. As staff we recognise that the multiple Adverse Childhood Experiences (ACEs), attachment and trauma needs will impact the way our children think and feel and respond to the world around them. Children who are affected by abuse, neglect and trauma may demonstrate their needs and distress through their actions and words.

“Feelings drive behaviours which cause reactions. By managing moods, identifying and reflecting on feelings, we can change behaviour”.

Reference [Team Teach](#) conflict spiral.

“Connection before correction” means that as a school we recognise that in order to fully support a child who is still learning about feelings we aim as adults to connect with their feeling, state, experience, need or desire *before* providing teaching or correction on their behaviour or expression. We will consciously respond empathetically without compromising the need to maintain our school expectations and boundaries.

Appropriate touch such as a Team Teach help hug or elements of Peer Massage and the presence of calm adults are effective co-regulation strategies. Staff may use “I notice” ... (and describe the behaviours) “I wonder” ... (hypothesise, name possible emotions, develop emotional literacy), “I can imagine” ... (share how you might feel and empathise) as opposed to responding “why did you do that?” to a child in distress.

Beormund is recognised by TISUK as a [Trauma and Mental Health Informed school](#). As a school we recognise the signs, symptoms and widespread impact of trauma. We regularly ask “what has happened to this child?” as opposed to “what is wrong with this child?”

Setting an acceptable standard of behaviour at Beormund.

Throughout the day children have time with a class team member to begin to reflect on their attitudes, application to tasks and learning completed within each session. It is not possible to moderate Shillings as they are reflective of a child’s personal learning journey. Every child has the opportunity to earn 100 shillings per day.

Shillings are recorded on Behaviour Watch, a computer programme where class teams can then glean patterns of behaviours: sessions, days of the week, time of day. This can be reviewed during Personalisation meetings.

Children’s total shillings for the day are sent daily via the Text2Parents service. This provides parents and carers with an indication of their child’s day.

Behaviours are reflected in a child’s Shillings total for that day. Children should be notably making progress relative to their starting point.

The aspirational school expectation is that children attain 75 - 100 shillings per day

70 - 80 shillings means that children can retain their roles and responsibilities around the school

56 - 70 shillings we would actively monitor and attempt to identify patterns and trends with behaviours

40 - 55 shillings over a two week period signifies that a child needs additional support. As a team we will identify triggers, behaviours and acknowledge effective strategies.

Less than 40 shillings over three consecutive weeks would involve a call/meeting with home to reestablish boundaries and expectations moving forward.

NOTE: all expectations are relative to a child’s individual starting point and these are for guidance only.

Shillings World

Shillings World is an Aladdin’s cave full of toys, games, colouring packs, art resources and sports equipment available for children to purchase with their shillings that they have earned. The School Council has also devised a list of Enrichment Experiences that can be purchased with golden shillings.

Structured Class visits to Shillings World every two weeks or shillings to be used on an experience e.g. playroom, 15 minute football session . All children earn the right to visit Children are given 1000 shillings for their birthday, from SLT. Children have the opportunity to win a free pass if their Raffle Ticket is picked out during Friday’s Achievement Assembly. This can be redeemed when they choose, throughout the school year.

Community Chest

Community Chest is a bank of Shillings that could be collected after children have been violent and aggressive towards staff, there has been damage to property, racist, homophobic language. Staff do not independently choose the value of a child’s contributions to Community Chest but note the behaviours displayed on the spreadsheet. Support staff then meet, as a team, to discuss, contextualise and reflect on behaviours and will score accordingly. Shillings will then be deducted from ‘the bank’. The Behaviour Support Manager has responsibility for the Community Chest. At the end of each term anyone who has not contributed to the Community Chest are entered. 3 names are pulled out (1st , 2nd & 3rd) and those children win additional shillings.

Promote good behaviour, self discipline, respect and regard to authority.

As an SEMH setting we are a nurturing and containing educational environment which provides consistency, predictability, compassion and care. There are regular references made to the school values which are Honesty, Empathy, Resilience, Integrity and Perseverance.

Children should recognise that with rights comes responsibilities as we collectively aim to create a safe environment in which all pupils can learn and reach their full potential.

Promote good behaviour, self-discipline, respect and regard for authority.

In order to help the children make the right choices we offer:

- Zones of Regulation - personalised tool box
- Morning Munch - time to discuss behaviours and societal norms collectively - this is in addition to curriculum led PSHE lessons
- Walk and talk - change of face, change of space.
- Quiet Play - For many children they have an overactive RAGE system and an underactive CAR system (Ref Pankseep). At Beormund we have an allocated space for children to engage in Attachment Play during unstructured times. ~~This is a screen free space to develop children's SEEKING and play systems.~~
- Allocated breakout spaces in class
- Allocated break out spaces around the school.
- 1:1 opportunities with an EAA - change of face - distraction
- Timetabled ELSA sessions
- Access to the Therapeutic Team - *Art therapy, Horticulture, Music, SaLT*
- Co-regulation strategies such as peer massage
- Roles and Responsibilities throughout the school - jobs which are applied for.
- Walk and Talk
- Attachment time with an EAA - therapeutic interventions such as Sand Tray & Big Draw
- Restorative conversations
- Mediation between friends, peers, staff
- The voice of the child - e.g. collected on Incident Reports

At Beormund we actively promote children who follow instructions, respond to support shown (they are all on a personal learning journey) and demonstrate that they are able to self-regulate and adhere to the school's Behaviour Policy. Recognition and rewards include:

- Certificates for children who attain, on average, 80+ per day. 400+ shillings each week
- Certificates & golden shilling for those who achieved 95+ shillings on consecutive days.
- Certificates for children who did not need to attend Thinking Time last week.
- "Catch them doing something good" Specific praise written on the back of a raffle ticket.
- Raffle tickets for children demonstrating the school values which are then entered into a prize draw
- Headteacher's Award. The class team nominates a child and specifies the reason.
- Achievement Award is in relation to academic, social or emotional learning.
- Specific achievements are captured and celebrated in a child's Record of Achievement.
- House Points are attained for all children who achieve certificates that week.
- House Day trips and experiences
- Earned trips to Shillings World. (which is stocked and maintained by the School Council).
- Enrichment activities and experiences purchased with a child's shillings e.g. additional Playroom time, belly boards, cooking opportunities, movie morning.
- Off site Enrichment trips e.g. theatres, parks, soft play (relates to Trauma Informed PACE opportunities)

House Teams & House Points at Beormund

Identity and belonging are essential for children with social and emotional needs. As a child they will identify as being part of a class team and being part of Beormund Primary school. Another structured way to form relationships with other children and staff across the school is the House system. Children are assigned a House when they start at Beormund and this is displayed within the Assembly Room. House Teams are colours (**Red**, **Blue**, **Yellow** and **Green** House teams). This makes it explicit for the children to identify with, particularly for example when children's names are published during Headteacher's Assembly or when they dress in team colours for Sports Day. House Points are awarded to children who:

- Gain a Headteacher's Award
- Attain a weekly shillings total of 475+
- Have no Thinking Time in during the previous week
- Appear on the TTRS leaderboard
- Earn an Achievement certificate on Fridays.
- Have a raffle ticket picked out in Achievement Assembly (5 House Points)
- Represent the school for Sports events
- Are able to attend off site trips and visits (Risk Assessment)
- Attend and participate in Assembly (*2023 whole school behaviours*)

- Remain in class learning during session 4 (2023 whole school behaviours)
- Attend and participate in the afternoon PE lessons (session 4) (2023 whole school behaviours)

House Days are opportunities for cross curricular, inter-generational, mixed ability opportunities throughout the school year. There are 5 in total and each one is led by a different subject coordinator with a particular curriculum focus. Regular House Days take place on the second Wednesday after each half term: October, February & May. Additional House Days may also be used for whole school events & celebrations such as Friendship (AKA Anti-Bullying Week), Easter, preparing Christmas decorations etc., House Days allow the current winning House Team an opportunity to celebrate together e.g. special breakfast, picnic in a park. If a winning house will be rewarded with an off-site experience/day out, activities for the other houses will be collectively organised by staff in each team.

Thinking Time is a reflection space for children to consider the behaviours that they have displayed. It is a chance for children to realign and reset. Children are given the opportunity to talk through the incident with an EAA and leave the space acknowledging a fresh start.

Children can earn Shillings whilst in the space.

Full Thinking Time is only given to those who would pose a Health and safety risk to themselves and/or others by being in the playground.

Reinforcement of expectations

In order to help to reaffirm our expectations and reinforce boundaries at the school there are a number of strategies that we use to support children's behaviours

All	Most	Some
<p>Shillings The shillings system underpins our behaviour policy. The school day is divided into x sessions throughout the day. Lessons have a total of 10, transitions have a total of 5. All children have the opportunity to earn 100 shillings per day. Daily totals are communicated with families by text.</p> <p>Shillings are reflective of a child's behaviour for that session. High shillings cannot be attained when children do not engage with adults instructions, swear, hit, punch kick.</p> <p>EHCP progress tracker. Children make progress according to their starting point.</p> <p>Certificate Folders. Based on a Match Attack principle, children can collect the different cards in recognition of their attitudes, behaviours, application to tasks and learning.</p> <p>Thinking Time in the classroom. Reflection Time given before going out to play.</p> <p>Catch up on learning during break time - completing missed work from the morning's lessons.</p>	<p>EEA - as a Trauma Informed school we value ringfenced 1:1 time for individual children. The preferred time within the school day is agreed with the class teacher.</p> <p>Therapy interventions - are paramount if we are able to begin to meet the needs of the child.</p> <p>Personalised timetable - this may involve intervention sessions in different learning spaces around the school. <i>SMART targets must be agreed alongside Behaviour Support Manager.</i></p> <p>Respect class Time taught away from the class setting to specifically review current behaviours and the impact this has on the child themselves and others. They will then graduate back to their class where improvements have been noted and the agreed targets met.</p> <p>Reduced playtimes Children are given opportunities to socialise with friends Time in the playground may be limited. Time allocated in the QPZ for structured play.</p> <p>Catch up on learning after school - completing missed work during session 4.</p>	<p>Safety Plans are drafted when a child needs significantly more support than the classroom offer. <i>SMART Targets agreed with BSM</i></p> <p>Reduced timetable - when we deem, as a school team, that a risk threshold is met* <i>SMART Targets agreed with SENDco/DHT</i></p> <p>Peer Mentoring Allocate an older child to support a younger child. This time would be during transition times such as Reading for Pleasure, Peer Massage or Mindfulness at the end of the school day.</p> <p>Emergency Annual Review (AER) - when we have illustrated that, as a school, we have put all that we can in place we would then alert the professional network that we will be/are unable to meet needs.</p>

**Risk Threshold: when, as a school, we do not have the resources to keep a child safe. All professionals within the network must be communicated with outlining the school's agreed timelines.*

Duration of agreed intervention

If a child displays challenging behaviours that continually affect the learning of others this may result in a child spending time outside of the classroom. The intervention will be timely and with clear expectations before a child can return to the classroom setting. This will be led by a trained staff member. Aspects will relate to academic and emotional learning in response to the child's needs. Access to specific classroom teaching could also be facilitated through Google Classrooms, virtually.

Bullying

Beormund Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff will remain vigilant and refer to the school's Anti-Bullying Policy.

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. (See Online Safety Policy.)

Role and Responsibilities

There are a number of opportunities for children to apply for jobs around the school. These develop autonomy skills, responsibility, time keeping and independence.

Jobs such as newspaper monitor, fruit monitor, Headteacher's PA school council, Achievement Assembly Assistant.

The expectation is for children to attain a certain number of shillings per day. This will be relative to their role on average 75 shillings per day, to retain their role. This will be monitored and targets set. Children are paid in shillings for their jobs which is added separately to their total.

Meet and Greet at Beormund

Children are welcomed over the threshold of the school each morning. As staff we establish eye contact using the child's preferred name

Transitions at Beormund

We recognise the difficulties for some children to be able to self regulate after break times. Peer Massage is a massage in schools programme centred around co-regulation and appropriate touch with the aim to support all children to become "Ready to Learn"

Our school environment

As a school we recognise the importance of a school environment and how the aesthetics can soothe and calm. All classrooms have a visual timetable outlining the school day. This provides structure, predictable routines and safety. Some children may have/use now and next cards on their own work station. All classes play background music to calm and soothe. Aromatherapy oils engage the senses.

As a school we have faith in a staff member's professional integrity and their ability to not feel pressured to deal with the behaviours in the moment but to ensure that the behaviours are addressed at an appropriate time. However, time and reinforcement from all will illustrate that there are consequences to your behaviours.

Record Keeping at Beormund

In accordance with our safeguarding policy, changes in behaviours are factually recorded under Emotional Monitoring. All class teams have allocated time to debrief together each evening after school. Any significant observations, peer interactions, conversations or behaviours are noted on Behaviour Watch in order to gain a picture of the whole child and their subsequent needs.

Relevant staff are copied into each entry in order to improve forms of communication within the school team. A chronology is printed out for school TAC meetings or those held with professionals to glean patterns of behaviours and triggers.

Pupil on a Page - outlining children's likes, dislikes, family script. This is for any adult to read when working with a child. This is an important document for transitions, therapists and transient staff when covering classes. Information is never deleted but ~~crossed out when no longer appropriate~~ in order to highlight progress.

Personalised Risk Assessment - This RAG rates a child in terms of their behaviours currently displayed in relation to provision. It considers the likelihood and severity of challenging behaviours and notes identified triggers as well as strategies adopted.

Personalisation at Beormund

Children have a plethora of needs and a complexity to their behaviours. We ringfence time, each week, to specifically look at the behaviours and achievements of the children in order to reflect on and adapt our practice.

On Thursdays all class teams meet for Personalisation Meetings. This is an opportunity to sit and discuss a specific child.

Autumn term focus: Pupil on a Page and Risk Assessments.

By the end of the Autumn term, all children have updated documents. NOTE: nothing is deleted on a Pupil on a Page but is merely ~~marked off~~ in order to illustrate progress.

Staff meetings in December incorporate the moderation of children's Risk Assessments.

Spring term focus: Shillings and Thinking Time. Staff attempt to identify patterns and trends using the data (quantitative and qualitative) gained from Behaviour Watch Outcomes recorded on Contact Log by class (meetings).

Summer term focus: capturing progress in behaviours. Progress made against specific behaviour targets

CURRENT TRIAL TO REPLACE READINESS TO REINTEGRATION DOCUMENT: Personalised 'Ready to Learn' Behaviour Targets are relevant to the child and agreed during Autumn Term PLP Day with the families. Progress is then charted throughout the year. A child would have no more than 3 Behaviour Targets which become their Table Top targets.

Ready to Learn Progress Tracker - Personalised Behaviour Targets									
Behaviour Baseline Targets	Every lesson or session	Every day	One a week	Twice a week	Once a month	Once a half term	Termly	Every now and then	Never
I walk out of the classroom	Oct22	Jan23 Mar23		Jun23					
I use swear words	Oct22								
I hit adults		Oct22		Jan23	Mar23				
I rip down displays			Oct22		Jan24				July23
I am not returning to class in the afternoons									

Team Teach and Physical Interventions

In accordance with our Team Teach training, 95% of our work supporting children with challenging behaviours are around distraction and diversion techniques. Adults may physically support if a child is a danger to themselves or others, is damaging property, absconding or disrupting the learning of others. Injuries do not automatically illustrate malpractice. All restraint should be reasonable, proportionate, necessary and in the best interest of the child.

Staff will inform parents and carers when and why a physical intervention was necessary during the school day. Behaviour Watch entries are completed as soon as practicable and these can be made available to parents and carers upon request.

Roles and responsibility of staff and governors

The Headteacher, Senior Leadership Team, staff and governors have a collective responsibility to promote good behaviour and discipline at Beormund.

Reflective Practice (regular supervision) at Beormund.

We do not underestimate the physical and emotional demands of our staff when supporting children displaying challenging behaviours. For this reason the school recognises that for staff to be emotionally available and co-regulate, they themselves need time and space to reflect.

- Class teams have group supervision twice every half term - 3:30-4:40pm on Thursdays. 12 times per year. This is led by an independent Art Psychotherapist.
- The Safeguarding and SEND team (DSLs, DDSLs and SENDco) have two sessions every half term. These are held Thursdays 2-3pm.
- The Senior Leadership Team (SLT) have 6 sessions per year which is led by the school's Educational Psychologist (EP) as part of our school allocation.

NOTE: a huge part of supporting children is for staff to be self aware. It's ok not to be ok and staff should communicate amongst the team if support, time out or an additional break is required. The school promote [Education Support](#) charity who can be contacted on 08000 562 561

Staff induction and development

All staff will attend regular training in relation to Behaviours, Behaviours that Challenge and the school's Behaviour Policy.

All staff have access to Behaviour Watch tutorials outlining how to complete entries and how to gather information from the system.

Support staff are contracted until 4pm each day in order to contribute to a class team debrief, complete the necessary Behaviour Watch logs and contact parents (with shilling totals).

Support staff are contracted until 4:30pm on Tuesday and Thursdays in order to attend staff inset training, Personalisation Meetings and their Reflective Practice sessions.

Support staff begin their day at 8:30am in order to prepare resources for the school day and complete any non-urgent Behaviour Watch entries. The policy states that records are completed as soon as practicable.

Resources

- Our School Aims poster
- Our Rights and Responsibilities poster
- Blank Shillings Chart
- Zones of Regulation display materials
- Zone of Regulation Tool Box
- [The Zones of Regulation](#) Resources
- Behaviour Watch manual - how to guide

Reference documentation:

- [DfE Behaviour in Schools Guidance 2022](#)
- [DfE Working definition of trauma-informed practice](#)
- [Keeping Children Safe in Education](#) (2023) states that the behaviour policy should include measures to prevent bullying, including cyber-bullying, and prejudice-based and discriminatory bullying.
- [Simple Guide outlining the content of an EHCP](#)

Additional Reading recommendations for staff:

- Kazzum Arts - [Animating Adversity](#) and [Adverse Childhood Experiences](#)
- UK Trauma Council [Childhood trauma and the brain](#)
- Panksepp overactive rage, underactive care systems.
- Eric Berne [Transactional Analysis](#)
- A Rapid Evidence Assessment April 2023 [Trauma-informed approaches to supporting people experiencing multiple disadvantage](#)
- [Trauma Informed Schools UK](#)

Triggers (Antecedents) *

<input type="checkbox"/> Out of school factor	<input type="checkbox"/> Medical issue	<input type="checkbox"/> Pupil interaction
<input type="checkbox"/> Environmental/sensory	<input type="checkbox"/> Anxiety	<input type="checkbox"/> Transitions
<input type="checkbox"/> Demands/requests	<input type="checkbox"/> Behaviour of other students	<input type="checkbox"/> Unknown
<input type="checkbox"/> Other trigger		

Staff Responses (De-Escalations)

<input type="checkbox"/> Pupil praise	<input type="checkbox"/> Processing time	<input type="checkbox"/> Persuasion	<input type="checkbox"/> Other staff response
<input type="checkbox"/> Appropriate Touch	<input type="checkbox"/> Diversion	<input type="checkbox"/> Firm Clear Directions	<input type="checkbox"/> Reminders about Consequences
<input type="checkbox"/> Success Reminders	<input type="checkbox"/> Humour	<input type="checkbox"/> Distraction	<input type="checkbox"/> Planned ignoring
<input type="checkbox"/> Reassurance	<input type="checkbox"/> Calm stance	<input type="checkbox"/> Verbal advice and support	<input type="checkbox"/> Swap adult
<input type="checkbox"/> Negotiation	<input type="checkbox"/> Limited choices	<input type="checkbox"/> Time out offered	<input type="checkbox"/> Step away
<input type="checkbox"/> Visual support			

Behaviours *

<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Hurting self	<input type="checkbox"/> Absconded - On-site
<input type="checkbox"/> Inappropriate touch	<input type="checkbox"/> Hurting others	<input type="checkbox"/> Absconded - Off-site
<input type="checkbox"/> Endangering self	<input type="checkbox"/> Assault on peer	<input type="checkbox"/> Refusal to work
<input type="checkbox"/> Endangering others	<input type="checkbox"/> Assault on staff	<input type="checkbox"/> Refusal to follow instructions
<input type="checkbox"/> Bullying	<input type="checkbox"/> Disrupting learning	<input type="checkbox"/> Damage to property
<input type="checkbox"/> Name calling	<input type="checkbox"/> Verbal abuse	<input type="checkbox"/> Other behaviour
<input type="checkbox"/> Fighting	<input type="checkbox"/> Violence	<input type="checkbox"/> Throwing
<input type="checkbox"/> Unsafe behaviour	<input type="checkbox"/> Disruption	<input type="checkbox"/> Not following instructions
<input type="checkbox"/> Rudeness		