



St Martin's CE
Primary School

Kingfisher Behaviour Policy

2023/2024

Let your light shine



A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient, and idealistic. Our cause has to form the foundation of everything we do.



Trust



Respect



Compassion

Let your light shine

St Martin's CE Primary School is a place to thrive. A warm, friendly, and ambitious school where we encourage children, staff, and our wider community to '*let their light shine*' and in doing so, shine the light of Jesus through our behaviour and actions. We believe that achievement is for all, both personal and academic, and our mission is to equip our children with the knowledge, skills, wisdom, confidence, and self-belief they need to accomplish both.

Our Christian Values

Respect, Resilience and Compassion



Respect



Resilience



Compassion

We aim to develop the whole child: spiritually, physically, socially, emotionally, morally and academically, to give them the best possible start in life and value themselves as unique and worthy individuals. We encourage children to have respect and compassion for themselves and others and support them to show resilience when times are difficult. Our approach is distinctly Christian, yet open and welcoming to all, with the promise by Jesus of '*life in all its fullness*' close to our hearts.

Introduction

At Kingfisher Resource Base we understand that at some time throughout their education, pupils may demonstrate challenging behaviour or behavioural management issues. The pupils' behaviour may be a presenting feature of their identified need/difficulties including communication and emotional regulation and response. Our approach to behaviour management is one of positive reinforcement and support, rather than confrontation. Pupils are helped to overcome behavioural difficulties, whilst the

safety and wellbeing of them and other pupils is protected.

This policy sets out our procedures for recognising, dealing with, and preventing instances of challenging behaviour.

Definitions Inappropriate behaviour is discouraged in the school environment or when pupils are working in the community or other settings. Staff regard inappropriate behaviour as that which:

- makes anyone feel unhappy or threatened
- subjects anyone to violence, aggression or verbal abuse
- damages property or personal possessions
- prevents staff from teaching and other pupils from learning
- disrupts the daily running of the school.

Roles and Responsibilities

Resource base staff

Resource base staff will build relationships with pupils and promote positive behaviour. Following the issue of any reactive strategies, staff will ensure that restorative work is completed with the pupil to maintain positive relationships. An ABCD will be completed each week for each pupil in the Resource Base by their key worker and uploaded to CPOMS weekly.

Pastoral Manager

If pupils remain disengaged and unresponsive following positive and reactive strategies, the Pastoral Manager will intervene, as a change of adult and environment may deescalate the situation. The approach to this intervention will remain positive.

Senior Leaders

SLT will intervene if a pupils behaviour continues to escalate following support from resource base staff and Pastoral Manager. They can also issue sanctions such as seclusion.

Celebrating Success

Staff will praise and reward pupils in a variety of ways:

Verbal praise: Staff will look for the positive at all times and ensure that all pupils are praised when they 'do the right thing' and their behaviour is both appropriate and acceptable.

Individual work reward systems: Some pupils will need a more concentrated strategy of working to receive a reward which is appropriate to them. This can be done at the end of a piece of work, session, morning, afternoon, day or week depending on the pupil's needs.

Class rules: good sitting, looking, listening, feet on floor and hands on knees etc. It is the responsibility of class staff to ensure that class rules are followed.

Class reward systems: e.g. Star charts /sticker charts in for the whole class

A weekly achievement assembly in which one member of the class is nominated by class staff to receive a certificate of achievement.

Positive Behaviour

It is important to acknowledge and reinforce positive behaviour in order to have a proactive approach to behaviour. We believe that it is vital to use all opportunities to teach and reward positive behaviour. This needs to be taught in a way that is relevant to individuals and the rewards need to be relevant to the pupil. Communication of behaviour expectations and the praise or reward need to be understood by the individual learners and it is important to consider how to support their understanding. Throughout the curriculum positive behaviour is reinforced and rewarded.

Low Key Management of Behaviour

Pay no attention to the behaviour

This is useful when pupils display negative behaviour to attempt to gain attention. This should only be used when the pupil or others are not in immediate danger, the pupil is not becoming increasingly distressed or property is not being destroyed.

Distraction

The stimulus of a new resource, activity or change of staff will often help the pupil to refocus and can be used when negative behaviour is being displayed.

Re-direction

In giving the pupil a visual or verbal demand this can reinforce the desired behaviours and help the pupil regain focus.

Sensory snacks

Short bursts of physical/sensory activity can improve a pupil's focus prior to more focused tasks.

Function of Behaviour

Behaviours generally fall into four categories. In all situations we should be checking that the pupil is not in pain. The four categories to consider are:

Sensory – Pupils may engage in a behaviour they are seeking from one of their senses (e.g. playing with their spit, rocking)

Escape – Negative behaviours that occur to escape/avoid a situation they are not comfortable with or to avoid a demand being placed upon (e.g. dropping to the floor)

Attention – A behaviour that occurs in order to gain attention from another person (e.g. hitting a child that an adult may be giving their attention to). In these situations it is important to ascertain why attention is being sought.

Tangible – This behaviour occurs to gain an actual object of desire (e.g. becoming upset at not being able to have a toy that someone else is playing with).

Once the function of behaviour has been identified, it is our responsibility to look at the reasons why and what we can do next. For example, adaptations could be made to the environment or routine or more opportunities for regulation.

Sanctions

Any sanctions must be clearly linked to inappropriate behaviour and must be understandable to the pupil. This will need to include considerations of timing, e.g. preventing a pupil from doing an activity the following week will not be understood by that pupil and is NOT appropriate. Attempts to apply sanctions for minor incidents are not likely to be effective, and are more likely to be counterproductive, causing more challenging behaviour. Reinforcing desired behaviour should be used. Any sanctions must be agreed in advance by all staff concerned so that they are understood by all and consistently used. Sanctions must be discussed with the pupil when he/she is able to listen calmly (i.e. not straight after a major confrontation).

Time out

If a child is becoming increasingly distressed and is at risk of harming themselves or others, they will be guided to the time out room for an opportunity to self-regulate/deescalate. Following a time out, restorative work will be completed by the pupil's key worker.

Seclusion

As part of a planned approach we would use seclusion as a strategy to keep a young person and staff safe. This would happen with the approval of staff working with the child and SLT and parents will be informed. Seclusions will be supervised by the Pastoral Manager or a member of SLT. Following a

seclusion, restorative work will be completed by the pupil's key worker.

Suspension/Permanent Exclusion

Following repeat severe incidents that are not resolved by the previous input, fixed-term or permanent exclusion will be considered. Once the decision has been made to exclude the pupil, parents/carers will be contacted by telephone, and then provided a letter explaining the appeals procedure. The formal procedure for permanent exclusion will be followed as laid out in the DfE's 'Exclusion from maintained schools, academies and pupil referral units in England' guidance. Following a fixed term exclusion, a reintegration meeting will be held between the parent, Pastoral Manager and member of SLT and restorative work will be completed by the pupil's key worker.

Specific Strategies for Managing Behaviour

In a situation where a staff member believes that inappropriate behaviour may be escalating, staff members should first use the following de-escalation strategies to diffuse the situation. These can include:

- Appear calm, centred and self-assured, even if you don't feel it
- Use a calm, steady, low tone of voice
- Use simple, direct language and a total communication approach e.g. symbols, Makaton
- Avoid being defensive when comments or insults are directed at you
- Provide adequate personal space – do not block a pupil's escape route, unless it endangers the pupil.
- Show open, accepting body language
- Reassure the pupil
- Give a choice
- Identify any points of agreement to build a rapport
- Offer the pupil a face-saving route out of confrontation
- Use of positive direction e.g. Instead of "stop kicking" tell the child what you want – "feet on floor".
- Ignore the behaviour not the pupil, redirect and distract

Other strategies to use are:

- Change the environment
- Ignore inappropriate behaviour where possible
- Reward appropriate behaviour – catch them being good
- Identify and model appropriate behaviour
- Give choices where possible, including staff
- Timetable adjustments
- Timed activities
- Individual pupil-centred recording e.g. charts
- Symbol/picture timetables
- Give pupils time
- Simple language – one person communicating at a time
- Give pupils physical space

Physical Interventions which are not restrictive/based on the use of force:

- All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.
- Most of our pupils will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routine will include a range of physical prompts
- Holding a pupil's hand
- Guiding a pupil by linking arms, placing a hand on their shoulder, on their back or on their elbow
- In addition to this, if a pupil is distressed, it may be appropriate to place an arm around their shoulder to comfort them.

Appropriately trained staff can use physical intervention to prevent a pupil from harming themselves or

others. All physical interventions must be recorded on CPOMS. Following a physical intervention, restorative work will be completed by the pupil's key worker.

Individual behaviour plans

All pupils in the Resource Base will have an individual behaviour plan. This plan will include possible behaviours that the pupil may display, strategies to maintain positive behaviour and reactive strategies. The information used to devise this plan will be taken from the pupil's Education, Health Care Plan, ongoing assessments and staff knowledge of the pupil. These plans will be reviewed on a half termly basis but can be reviewed earlier if necessary.