



Hungerford Primary Academy
learn to love and love to learn

Behaviour Management Policy

Implementation Date: April 2020

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Introduction

All school staff use a consistent attachment- based approach, where relationships are central. At Hungerford, we recognise that all behaviour is a means of communication and as such, act as secondary care-givers in order to meet the needs of all pupils. All staff consistently reinforce with children how to keep emotionally regulated and how to behave well in everyday social situations and in more challenging interactions. The elements which make up this practice reflect the overall philosophy of the school and are outlined below.

Key understanding that is shared by all staff

Children's basic needs must be met to enable emotional growth.	Children with a specific vulnerability (SEN/LAC/CPC/Family/PP) may be at a lower developmental stage in their social and/or emotional development compared to their chronological age	Interacting positively and respectfully is a complex skill and needs to be explicitly taught in each year group.	All children are vulnerable and do not hold any power.
If children have no other option, they will quickly move into fright/flight/freeze or flop mode.	All staff need to consistently demonstrate that they care and can be trusted.	Children are best supported through strong staff & parent connections.	Positive adult communication to children is key to raising self esteem
All staff need to be well regulated as raised voices create fear and tension.	Strategies and skills to manage anxiety (and subsequently behaviour) take time and effort to learn – small successes need to be celebrated.	Acknowledging and taking responsibility for actions can only be done when the child is in a calm state.	Children may not be able to read social cues or deal with strong emotions without adult support.

Interpreting behaviour

At Hungerford Primary Academy, all children are supported in their emotional and social growth by a meaningful and relevant curriculum and learning environment, which are modified in response to professional reflection on observed behaviours.

Understanding the Behaviour – A checklist for professional reflection

- What are the precursors to any behaviours?
- Does the curriculum match the child's learning needs?
- Does the learning environment match the child's learning needs?
- Does the child have a particular vulnerability (SEN/PP/Attendance/CP/LAC/CPC)? •
What is the child's viewpoint? (Put self in child's shoes) What is the parent's viewpoint?
(Put self in parent's shoes) Have basic needs been met- developmentally & historically?

Supporting positive emotional states

At Hungerford Primary Academy, all staff recognise the need to support children's behaviour through a varied approach. Such strategies recognise the significance of parental involvement and the impact of negative experiences on executive functioning.

Strategies to be used across school by all staff

Sensory snacks and movement
Child's back story
Positivity, consistency and calmness
Visual timetables
Visual reminders of expected behaviours
Working alongside parents
Acknowledging positive behaviours and emotional control, particularly small success with vulnerable children
Relevant and frequent teaching of PHSE skills to build emotional literacy
Awareness of emotional states
Awareness of how children show signs of low level stress

Social and Emotional Development

Hungerford Primary Academy recognise that children's social and emotional development varies according to age and, more significantly, both current and previous experiences. All staff are mindful of this and committed to ensuring that the following principles are delivered throughout all aspects of the school day, in a way which reflects each child's developmental stage.

Social and Emotional Teaching that is reinforced by all staff

- We all belonging to a school community and share space
- Everyone has rights that need to be respected
- Staff can be trusted to support when we need help
- There are a range of emotions that also physically affect our body
- Strategies can be learned to control our emotional response and behaviour Personal differences and experiences may affect our responses.
- Looking after our wellbeing is key for positive physical and mental health
- Our actions have consequences

Desired Pro-Social Behaviours

At Hungerford Primary Academy, all staff are committed to the development of pro-social behaviours in all pupils. These behaviours are modelled consistently and respectfully by all staff in order to reinforce and affect positive change.

Key desired behaviours that all staff promote and encourage

- We move around school calmly and quietly.
- We share our space happily and respectfully.
- We need to put things right when we are calm.
- We all have different responses to our emotions

These key behaviours are displayed explicitly through the use of Jenny Mosley's Golden Rules, which are displayed in all learning areas.

□ Be gentle
□ Be kind and helpful
□ Work hard
□ Look after property
□ Listen to people
□ Be honest

Rewarding positive behaviour

At Hungerford Primary Academy, it is understood by all staff that rewarding positive behaviour is effective only when children understand when and why they are being given it and when it is applied consistently.

Motivators

The focus for rewards will centre around “The Golden Rules”. One rule will be focused upon and raised in the weekly whole school assembly. Staff will then reward children who they see evidencing the rule with a Dojo. All staff will use their professional skills and knowledge of the cohort to identify stageappropriate behaviours they will reward for the focus rule.

The best motivators are worked towards incrementally and the final gain is relevant to the child.

100 Dojos = a bronze certificate awarded by the class teacher

200 Dojos = a silver certificate awarded by the phase leader

300 Dojos = a gold certificate awarded by the HT/DHT in whole school assembly

Children who receive no strikes for the day will receive 1 Dojo and those who do not receive any strikes for a week will receive a text home from their class teacher. (See below for information regarding strikes).

Responses/Natural Consequences

At Hungerford Primary Academy, it is understood by all staff that any sanction will only be effective if children are clear about why it has been given. All staff giving a behavioural response need to be emotionally present. Staff only give sanctions when the child is in a calm state and able to accept the consequence. Further, staff do not present the response visually or refer to it subsequently, once it has been applied. All

staff will refer to the 'Interpreting Behaviour' section of the policy where behaviours are repeated or significant.

Responses/Natural consequences

All members of Hungerford Primary Academy have identified behaviours which impact negatively on safety and the learning environment. Staff will support children to avoid such behaviours using the following system:

0: A look from the adult to the child to show they expect a change in behaviour 0+:

A verbal prompt using the child's name

1: The child is told that they have a strike for continuing the highlighted behaviour

2: The child is told they are receiving a second strike and missing 5 minutes of playtime

3: The child is told they are receiving a third strike, missing an additional 5 minutes of playtime

4: The child is taken to the phase lead to spend the remainder of the half-day session there and parents are informed.

Children will go straight to a 4 for any incident of verbal or physical aggression. Strike behaviours at all levels have been agreed by staff and pupils in each class. When a child goes straight to strike 4, staff will refer to the 'Interpreting Behaviour' section of the policy.

A personalised approach for vulnerable pupils

All staff at Hungerford Primary Academy are committed to the social and emotional development of every child. It is recognised by all staff that there are occasions when the strategies to support emotional regulation and pro-social behaviours outlined in the policy thus far are insufficient to affect positive change.

When all the above strategies are not supporting a child the CT will involve the support of the SENCo and SLT.

A discussion will take place between the class teacher, a member of SLT, FSW and parents in order to identify areas of need in relation to social and emotional development. This will be achieved through the use of observations by SENCo/class teacher, personal timelines, support from external agencies and the offer of parenting courses led by FSW, where appropriate.

A RAMP (Reducing Anxiety Management Plan) will then be written to identify levels of anxiety and strategies to support at the differing levels.

Additional support will be provided through bespoke work with the FSW, interventions by TAs/class teacher and/or outdoor education interventions. The impact of these will be measured both qualitatively through the impact on pro-social behaviours and ability to regulate, as well as through formal assessments using Boxall Profiles and/or SDQs.

All staff will have greater awareness of a child's specific vulnerability and strategies to employ. This may also involve accessing alternative provision in school or a reduced timetable.

Extreme Behaviours

When a child reaches crisis point and is at Level 4 or 5 on their RAMP, either the class teacher or 1:1 will radio for support from a member of SLT, who will offer immediate support should a child's behaviour demonstrate risk to either themselves or others, significant disruption to learning or damage to property.

Exclusion

Where behaviour continues to present a risk as outlined above, a fixed term exclusion may be deemed necessary and appropriate. This is so that the school remains a place where all children can learn and stay safe. In extremely rare incidences, where there are sustained periods of extreme behaviour, discussions will take place between SLT, parents and the authority to identify the appropriateness of Hungerford Primary Academy (including Resource Provision) to meet the child's needs.