

# Behaviour and learning at Amble First School



<b>Approved by:</b>	Governing Body
<b>Last reviewed on:</b>	September 2021
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At Amble First school we want everyone within our school community to feel safe and happy. In this environment we know we are supporting our children to reach their full potential in all aspects of school life and as citizens of the wider community.

We believe everyone has the right to an inspirational, accessible and enjoyable journey at Amble First and that together we “learn to fly.” Our passport to a successful learning community are our core values of respect, happiness and growth.

We also have a Puffin code written by our children and their families. This helps us conduct ourselves to the highest standard in and around school and supports the right of everyone to an amazing learning journey here at Amble First.

**P**- Punctual  
**U**- Understanding  
**F**- Friendly and forgiving  
**F**-Free to speak up  
**I** - Inclusive  
**N**- No to bullying

This policy should be read in conjunction with school policies for Anti-Bullying, Equalities, E-Safety and Tackling Radicalisation and Extremism (PREVENT).

## Our School Values

Safe	Kind hands, kind feet, kind words, kind hearts. Always ask an adult if you need to leave the learning environment you are in. (classroom, hall, playground) Keep the school tidy and hazard free especially exits and corridors. Share any safety worries you may have with an adult, post it in our worry box or write it online with school360 (Report a concern) or our school website link to CEOP if it is about e-safety.
Respect	Kind hands, kind feet, kind words, kind hearts. Look after your own and the school's property. Remember everyone has the right to learn. Respect and celebrate your differences. Wear your uniform with pride.
Happiness	Kind hands, kind feet, kind words, kind hearts. Celebrate each other's achievements.
Growth	Help each other "learn to fly." Share your gifts with each other. Learn from your mistakes. Always try your best. Never give up! Remember everyone has the right to learn. Come to school everyday and on time. Be brave and try something new.

### We aim to

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents in dealing with any behavioural issues.
- Encourage respect for individuals.
- Lead by example in the way that we treat each other and the children in our care.

### Staff at Amble First should:

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- Use appropriate rewards and sanctions.
- Make children aware of high expectations of behaviour in all situations.
- Use adherence to rules as a measure of good behaviour.
- Agree class rules at the beginning of each school year, display them in the classroom and refer to them as appropriate.
- Deal with problems calmly.
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements.
- Avoid over use of names noting negative behaviours – speak quietly to the individual.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure high quality teaching and learning, that motivates children, where each child has work appropriate to his/her level of ability and is provided with any necessary support.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- Work in partnership with parents in dealing with any behavioural issue.
- Log behavioural incidents on CPOMs and regularly read alerts on CPOMs. Note or add any further action.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Work closely with senior leaders and outside agencies, implementing advice and strategies in dealing with a child with social, emotional or mental health difficulties.

## Pupils at Amble First should:

- Follow the school's Puffin Code.
- Co-operate readily with all school staff.
- Actively promote the school's Puffin Code.

## Parents should:

- Support the school's behaviour policy.
- Help the children understand rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour at all times.
- Work in partnership with the school to support our homework expectations.

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## Rewards

Rewards are a positive strategy to support high standards of good behaviour. We use:

- A crew team-based reward system
- Verbal praise
- Body language (smile, thumbs-up, nod)
- Stickers
- Certificates
- Whole class awards eg: golden time, extra playtime
- Extra responsibilities
- Celebration assemblies
- Celebration days
- Reporting to parents

## Consequences

Each classroom will have a 'Fill My Bucket' display with two buckets labelled 'Bucket Filler' and 'Bucket Dipper'. This is based on the concept of filling a bucket by doing good deeds and by following the school's Puffin Code. At the beginning of each day, every child's name will start in the 'Bucket Filler' bucket.

Classroom steps for dealing with minor inappropriate behaviour (minor disturbances/irritations/failure to complete tasks to the best of their ability):

- Disapproving look/non-verbal warning
- 1st verbal reminder of expectations
- 2nd verbal reminder of expectations, refer to 'Buckets'
- Child's name will be moved to the 'Bucket Dipper' bucket
- Move to a different workspace within the classroom
- Separation from the group or the rest of the class
- Time out in another class/away from group if on the yard
- Work not completed to be finished at break or lunchtime

Persistent inappropriate behaviour or violent/aggressive behaviour will lead to:

- Loss of break/lunchtime break
- Headteacher/SLT involvement
- Parent involvement
- Behaviour contract to be shared between home and school

# **Behaviour and learning at Amble First School**

## **Supporting Behaviour Management and Inclusion**

Children are individuals and have individual needs. This is equally true with relation to the behaviour and discipline within the school. Whilst all pupils are expected to adhere to school rules, some pupils may need additional support to achieve the level of behaviour that is expected. The school will:

- Identify pupils who are experiencing difficulty with behaviour.
- Strive to identify any underlying causes and take appropriate action.
- Encourage children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour.
- Provide a named person to whom the child can go for help and support.
- Ensure all staff are aware of any issues and how to apply the school's policy appropriately.
- Provide individual or small group sessions to work on specific behaviour problems with the ELSA- Emotional Literacy Support Assistant.
- Work in partnership with parents.
- Follow the SEND policy.
- Seek advice and guidance from other agencies as appropriate, eg Local Inclusion Support Team, Children and Young People's Service, School Nurse, Health Visitor.

As a school, we want all our pupils "to fly" and have the same opportunities to learn. If a child is struggling to follow the school rules we would explore, as a team, why this might be. A pupil may have additional needs or require extra support. Our SENDCo supports the class teacher and parents / carers to initiate a support plan and if required seek additional funding for resources. Please see the SEND information report for further details. We also access support from a range of agencies, for example, behaviour support, the school nurse team and Special Educational Needs specialists, for example Autism.

## **Exclusion**

This may be necessary if a pupil has not responded to additional strategies put in place. The school follows the Department For Education guidance and updates on exclusion. Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. Parents will be notified by the headteacher in all cases and pupils will be involved at an appropriate level. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **Reasonable force**

We have MAPA® (Managing actual and potential aggression) trained staff (May 2021). This is a nationally recognised and leading programme. It is a behaviour management system that

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teaches skills for assessing, managing, and responding to risk behaviour. **The focus is on verbal de-escalation, prevention, and early intervention.** Safe physical intervention options are also taught, to be used only as a last resort.

The programme gives us an effective framework for decision making and problem solving and the skills and confidence to champion a culture of **Care, Welfare, Safety, and Security<sup>SM</sup>**.

Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the wellbeing of others or themselves, reasonable force may be used to restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the pupil is not responding to a verbal request help should be sought before intervening.

Incidents are recorded on our behaviour crisis record (see Appendix 1) This helps us reflect and track patterns of behaviour, keeps our practice expectations safe and consistent and has the pupil's well being at the centre. Emphasis is focused on re-establishing communication and engagement with the pupil.

## Appendix 1

### Amble First\ MAPA Behaviour Crisis Recording Form

<b>Date:</b>	<b>Time:</b>	<b>Duration of Incident:</b>
<b>Name of Student:</b>	<b>Staff Involved:</b>	<b>Location of Incident:</b>
<b>Trigger(s) observed (where applicable):</b>		
<b>Risk Behaviour(s) observed:</b>		
<b>Staff Response(s):</b>		
<b>Brief description of Incident:</b>		
<b>MAPA Disengagement(s) used:</b> Y / N <b>Type:</b> _____ <b>Level:</b> L M H		
<b>MAPA Hold(s) used:</b> Y / N (circle where appropriate)		
<b>Type:</b> Seated	<b>Level:</b> Low	Medium      High
<b>Duration (minutes):</b> _____		

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Standing  Duration (minutes): _____	<b>Level:</b>	Low	Medium	High
<b>Tension Reduction behaviour(s) observed:</b>  <b>Staff Response(s):</b>				
<b>Signed (Author):</b> _____ _____		<b>Other Staff:</b>  _____		
<b>Copy given to Headteacher:</b> Y / N <b>Parents Informed of Incident:</b> Y / N <b>NCC Incident Form Completed:</b> Y / N		<b>Signed (Headteacher):</b> _____		

## MAPA Terminology:

**Risk Behaviour** - Behaviour that presents an imminent or immediate risk.

*The total loss of control, which may result in physical behaviour that presents a risk to the person or others. At this point, physical interventions may be considered.  
Examples: hitting, biting, self injury.*

**Tension Reduction** - Decrease in physical and emotional energy.

*...that occurs after any of the three previous levels of the Crisis Development Model, characterised by the regaining of rationality.  
Examples: crying, apology, reduced physical tension in the body.*

**Staff Responses** - Supportive - An empathetic, non-judgemental approach.  
*Examples: listen, allow time.*

Directive - Decelerating an escalating behaviour.  
*Examples: Clear, concise instructions, limit setting.*

Physical Intervention - Disengagement and / or holding skills to

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*manage risk behaviour.*

*Examples: gaining a release from someone holding you / you holding someone as there is an immediate or imminent risk of harm to themselves or others.*

Therapeutic Rapport - *Re-establish communication.*

*Examples: listen and demonstrate empathy, avoid blame, give reassurance.*