



**Framfield**  
C of E Primary School



Behaviour Policy

# Framfield 5Rs



At Framfield School we:



Respect ourselves



Respect others



Respect our learning time



Respect our school and everything in it

Respect our Christian Values



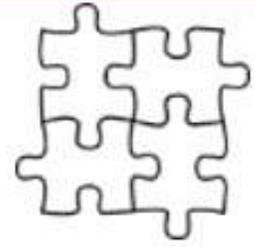
Expectation



Helping hand



Consequence



Repair



### Expectation

The staff member will give a verbal reminder of the expectation of the Golden Rules. They will use language that is pro-social, explaining the impact of the behaviour and modelling appropriate behaviour where necessary.



### Helping Hand

If the challenging behaviour continues, in discussion with the child, the staff member will explore other methods of support that can be put in place to allow the child to succeed.



### Consequence

If the above two stages do not help the child to correct their behaviour, there are two steps of consequence that will happen. If a child is in a situation where their behaviour may be a danger to themselves or others, a protective and educational intervention may be put in place (see below - Protective and Educational Intervention).

### Reflection: Step 1

If the child continues to break the Golden Rules after stages 1 and 2 (**Expectation** and **Helping Hand**), they will be given Step 1 reflection slip (see Appendix 3- **Repair**). Examples of behaviour that warrant this step are calling out, chatting, time wasting, lack of respect for other people or property, preventing themselves or others from learning etc.

The reflection slip will be completed at the most appropriate time as deemed by the **adult supporting the child**. This will only happen when the child is able to regulate, relate and reason. A record of the slips will be kept in a class folder with the class teacher. If the frequency of Step 1 reflection slips becomes a concern, the class teacher will arrange to meet with the parents or carers to discuss further support that may be needed.

### Reflection: Step 2

Step 2 reflection sheets are issued for the following behaviour (**Consequence**):

- Behaviour (verbal or physical) that is intentionally dangerous to others
- Swearing and any offensive language
- Repeated disruptive behaviour despite stages 1 and 2 (**Expectation** and **Helping Hand**)

The child will complete a Step 2 reflection sheet (see Appendix 4- **Repair**) with a member of the **Senior Leadership team**, at the most appropriate time for the child. The form could be scribed by the adult and it would not be done in front of other children. The member of SLT will call parents once the reflection sheet has been completed to inform them and a copy of the Step 2 reflection sheet will be sent home with an accompanying letter (see Appendix 5). A record of the Step 2 reflection sheets will be kept in a folder within the headteacher's office.

If repeated reflection time is not impacting positively on the behaviour, staff will need to consider whether support from outside agencies is needed and whether early prognosis is required (see section 3).

## Appendix 3 – Step 1 reflection slip

 <b>Step 1: Reflection &amp; Repair Slip</b>		
Name:		Date:
		
Stop (Behaviour)	Start (Golden Rule)	Toolkit (Repair)

# Appendix 5 – Step 2 Parent Letter

Date: \_\_\_\_\_

Dear Parent/Carer,

We are writing to inform you that your child, \_\_\_\_\_ completed a Step 2 Reflection sheet today during Playtime / Lunchtime / Classtime for:

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As a result of this, they completed the attached reflection sheet and discussed their behaviour with a member of the Senior Leadership Team.

Our behaviour policy is built around encouraging pro-social behaviour: that which is positive, helpful, and benefits those around us. As a part of the reflection time, your child has discussed the impact of their behaviour on others and how to repair (stage 4 of our behaviour policy) any negative repercussions from their behaviour.

We would be grateful if you could follow this up at home and discuss the above behaviour with your child to help reinforce pro-social behaviour.

Please do not hesitate to contact us or your child's class teacher if you have any questions.

Thank you for your support.

Yours sincerely,



Mr J Procter

Executive Headteacher

Head of School

Assistant Headteacher

# Appendix 4 – Step 2 reflection sheet

## Step 2 Reflection Sheet

Discussed with: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_



What happened?

Why did it happen?

How does it affect you?

How does it affect others?

What can you do to fix it?



Which Framfield 5 R did you break?



Along with the SLT, teachers will regularly review the behaviour records to monitor any potential patterns or trends in behaviour linked to bullying – see Anti-Bullying Policy on the website.

#### Protective and Educational intervention

Protective and Educational interventions are measures that are taken to protect the child and others from the situation they are in. A protective intervention must be followed by an educational intervention in order to be pro-social. Both interventions require an adult's support and supervision to be successful.

**Protective interventions** are the removal of a freedom to reduce access to the situation that is escalating the harm in order to reduce and to manage harm (both physical and disruption to education). They are solely actions to ensure no further harm occurs in the short term.

If there is **unforeseeable behaviour** (behaviour not covered by the policy and never previously experienced or so historic we believe will not reoccur) the school may need to use restrictive physical intervention as all members of school staff have a duty of care to prevent serious harm i.e. where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principal of using minimum force). See *Physical Intervention Policy*.

An **education intervention** is the learning rehearsal or teaching so the freedom can be returned. This is a longer-term consequence to establish pro-social skills to help the child to understand the impact of their behaviour so it starts to become part of their internal discipline.

Examples of protective interventions could include increasing staff ratio; limited access to outside space; escorted in social situations; restricted off-site activities; differentiated teaching space and exclusion.

Examples of educational interventions could include completing tasks; rehearsing and practicing strategies, scripts and behaviours; assisting with or planning repairs and conversations or explanations.

Sometimes a protective intervention is needed immediately until the child has been successful in the educational intervention.



#### **Repair**

Once the child has filled in the reflection sheet, the adult who issued the reflection will support the child to follow up the agreed actions to 'repair' the situation – e.g. apologising to others, tidying away equipment, completing missed work etc in order to be ready for the next learning sessions . This provides a clear end to the **consequence** and a 'fresh start'.

## **5. Individual behaviour plans**

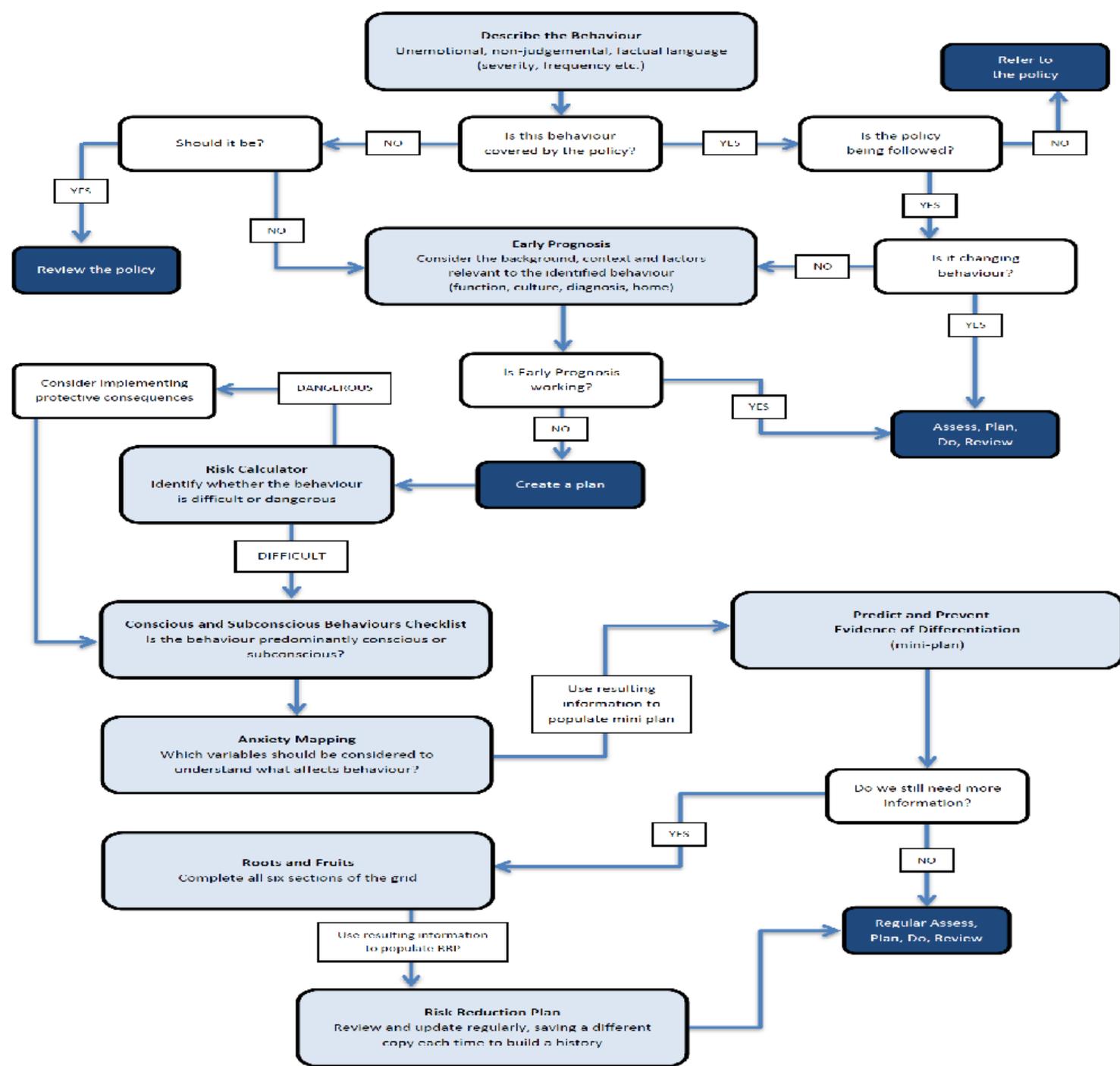
A minority of children will require an individual behaviour plan if:

- The behaviour policy (see section 4) is not impacting on their behaviour
- The behaviour they are displaying is not defined by the policy, as shown by the behaviour flowchart (Appendix 2).

Some children who require these may have an underlying SEND and/mental health disorder. Staff have been given training to understand trauma, adverse childhood experiences (ACEs) and attachment issues. An individualised behaviour plan may include:

- Early prognosis
- Risk calculator
- Conscious and subconscious analysis
- Anxiety analysis
- Predict and prevent plan
- Therapeutic Tree
- Risk reduction plan

For more information on these documents, please see Individualised Behaviour Plan Supporting Documents on our website.



## **6. Exclusion**

If a child's behaviour is deemed to be dangerous to themselves or others in the school community (with intent), under Health and Safety grounds and following a review of the situation by the Headteacher an exclusion will be used as a protective intervention in order for the school to assess, review and plan for the child's safe return to the school.

An exclusion is a legal document whereby a parent/carer is asked to remove their child from the school. This is an extreme measure, and one that is avoided wherever possible. Should this action be required, consideration will be given to the needs of the child and liaison between external agencies, parents, SLT and Governors will take place to ensure a successful reintegration into school. The exclusion document will detail that something will be different and have changed for the child on their return. Please see the SEND policy and East Sussex Exclusion Guidance for more information.

# A therapeutic view

Negative experiences create negative feelings

Negative feelings create negative behaviour

Positive experiences create positive feelings

Positive feelings create positive behaviour

