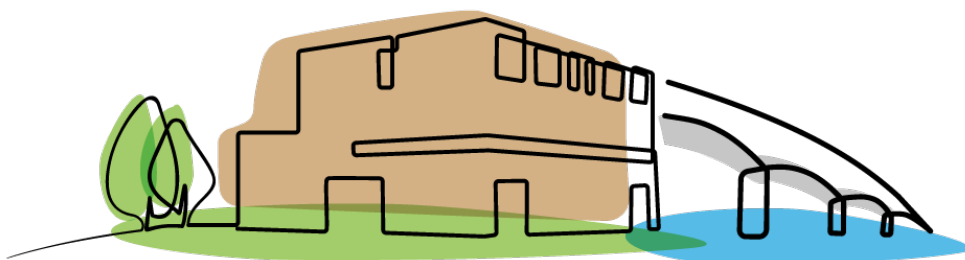


Valentine Primary School



VALENTINE
PRIMARY SCHOOL

Behaviour
Staff Handbook
(Managing behaviour at this school)

2024-2025

Key Personnel Responsibilities

Who are the senior managers of behaviour at Valentine Primary School?				
Academic Year	Behaviour Senior Lead(s)	Learning Mentor	SENCo(s)	Chair of the Governing Body
2024-25	Davina Ashbolt Smith Kristina Hutton	Lisa Harris Gemma Skinner Sharon Akehurst	Tristan Benfield (AHT) Lisa Harris Gemma Skinner	Amanda Humby
Other staff members who may be involved:				
Academic Year	Temporary Suspensions		Permanent Exclusions	
2024-25	Anna Rutter (Acting Headteacher)		Daniel Constable-Phelps (Executive Headteacher)	

The purpose of this handbook is to:

- Ensure consistent application of the 'Behaviour Policy'
- To understand how to employ our sanctions and rewards to give pupils an opportunity to learn from mistakes and to be praised for consistent positivity
- Support staff in understand what the 'next steps' should be - ensuring that you are always in the driving seat of behaviour.
- Understand the line management structure at play within behaviour escalation and roles and responsibilities of staff at Valentine Primary School.
- Provide clear expectations for staff members in dealing with low-level behaviours to enable swift de-escalation.
- Remind staff about their own behaviours when dealing with situations that cause high-tension in the school.

Behaviour escalation protocol at Valentine Primary

The Four Steps sanction approach at Valentine:


- Those pupils who do not follow classroom rules and the behaviour expectations of the teacher are, in the first instance, given a warning about their behaviour **(Step One)**.
- If the pupil continues to misbehave, they are then given time out in class (at a designated space within the classroom) for 5-10 minutes to allow them to calm and reflect on their behaviour **(Step Two)**.
- If the behaviour persists, the pupil will then be sent to another classroom in the school for a further 'time out' period **(Step Three)**.
- If the pupil returns after Step 3 and there is no improvement in their behaviour, a teacher will radio and they are sent to the Behaviour Lead (Learning Mentor) before seeing the SLT member on-call **(Step Four)**. When a child reaches this stage, the teacher will inform his/her parents via telephone before the end of the school day.


<p>1. Understand the school behaviour policy</p> <p>Know both the policy and the line management structure and make sure you use them as much as possible. Knowing the school policy will help you understand the support to which you're entitled. It will also help give you confidence to ask for the help you need.</p>	<p>2. Calmly explain what you need students to do, using non-aggressive, neutral language and tone</p> <p>Before you attempt to 'manage' the behaviour of students, first, try asking. It may be all that is needed.</p>
<p>3. Repeat the instruction more firmly, but still calmly</p> <p>This gives them take-up time to respond. It also lets them know you are prepared to insist on what you want them to do.</p>	<p>4. Repeat the instruction once more, reminding them that they are at risk of breaking a school rule, which will have consequences for them</p> <p>By this point you need to show them that you're looking for behaviour that the whole school expects, and that they are at risk of receiving a sanction. Encourage them to do the right thing at this point. Let them know that you won't back down while at the same time showing them that you hope they can choose wisely.</p>
<p>5. Summon help/ record the incident/ escalate</p> <p>If by this point the student still isn't following a reasonable instruction, it's time to enlist the school sanctions. If you have the authority to do so, set a sanction. A detention is usually a simple way to remind them of their responsibilities, plus a call home. Whatever else, do not ignore it, or the student will learn they can do as they please with you.</p>	<p>6. Take away the audience</p> <p>Young people will act very differently alone than when with their friends. If you have anything serious to say – especially if it involves them losing face – take them aside.</p>
<p>7. Know their names</p> <p>This is essential and good manners. If you don't know their names, then any kind of control becomes nearly impossible. If you need to, find someone who does know them. In the long run it's worth it.</p>	<p>8. Follow up If at first you don't succeed, keep it up.</p> <p>If students try to avoid your first sanction, then escalate, and involve other parties higher up the food chain.</p> <p>And follow up with them as per the policy. If it is now heading towards a detention - calmly remind them 'if you continue, the consequence will be...'</p>
<p>9. Don't walk alone</p> <p>You can't do it all by yourself: you exist in a structure, a hierarchy of adults and authority that can all be wielded for your purposes. Line management, SLT, behaviour lead and teachers can all be brought to your disposal.</p> <p>Badly behaved students are almost without exception badly organised and work alone. If you work with others, you have the strength of 10.</p>	<p>10. Don't freak out</p> <p>It sounds obvious, but this is a common error. If you're not getting the behaviour you need, then it's very tempting to blow and scream your head off. Never, never do this – it's so easy for the kids to put their feet up and think, 'Oh boy, this is like watching TV'. Besides, many children get treated like this at home. Additionally, it's a totally disproportionate response to most behaviours and it makes you look weak. As <i>The Little Book of Calm</i> says, be the king of your own calm kingdom.</p>

Every Child Needs a Champion


TedTalk by the late, great Rita Pierson





★  James Comer: "No significant learning can occur without a significant relationship."

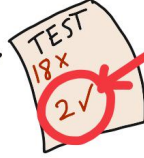

★ Kids don't learn from people they don't like 

Human Connection is key 

★ Teacher: "You were chosen to be in my class!" 


★  Student: "You made me feel like I was somebody"

★ Teaching and learning should bring joy 

★  TEST 18x 2v **BRAVO!** 

★ Every child deserves an adult who will never give up on them

★ This job is tough but we can do it. We re educators and we were born to make a difference. 

 YOU CAN DO IT!!

@sylvia duckworth

Watch it here:

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

Establish ground rules

The most important rule is to be consistent in how you deal with your pupils. Praise and reward good behaviour and refuse to tolerate troublemakers. If your class can see that you're firm in your discipline, they're less likely to challenge your rules.

This is an effective behaviour management strategy if you can establish yourself and your ground rules from the beginning of the year. The following tips will keep your class engaged and responding respectfully to your position of authority:

- **Be proactive, not reactive** - a proactive teacher has strategies and solutions in place for children who misbehave and is unwavering in implementing them. Reactive teachers, on the other hand, wait for confrontation to arise to work out how they'll deal with it. Being proactive can diffuse a situation seamlessly; being reactive leaves you in a vulnerable position if the situation escalates.
- **Watch your language** - small changes to the way you address your pupils can add impact to what you're saying. Questions can be substituted for assumptions and statements to reduce the risk of a child challenging your commands. 'Thank you for doing xyz' is more effective than 'Can you do xyz?', for example. By expressing gratitude for their work, you'll be bridging the gap between student and teacher.

Build positive relationships

While it's important to be firm in establishing your ground rules, it's equally important to strike the balance between being a good leader and being personable. Building positive relationships with your pupils will ensure they don't feel they're being spoken down to. Mutual respect is vital to a harmonious classroom.

You'll be able to dispel behaviour issues more quickly if you can earn this respect from the outset. Aim to 'build positive relationships with the young people you're working with quickly - learn their names, show an interest in them and respond to them dutifully.'



Body language

Nonverbal communication is a crucial aspect of successful classroom behaviour management. Research has shown that, in trying to convey a message, how you put your point across carries much more significance than the point itself.

As a teacher, you can use body language to show your students that you're approachable, you support their learning and that you aren't posing a threat for them to act out against. While earning their trust, mastering good body language also gives you command of the classroom.

- **Adopting a confident stance** shows your pupils that you're in control of the lesson.
- **Smiling, using animated facial expressions and being enthusiastic** communicates the message that the lesson content is exciting and worth engaging with.
- **Circulating around the classroom** will show that you're considerate of every pupil in the class.

As well as practising positive body language, it's important to unlearn habits that will present yourself negatively to your pupils:

- **Negative facial expressions**, such as wide eyes and extended eye contact, can stimulate feelings of intimidation and fear, especially in more reserved children.
- **Crossing your arms may appear hostile**, and closes you off to connecting with your pupils.
- **Weak posture** signifies one of two things: either you're lacking confidence and belief in your own lessons, or you're disinterested in what you're teaching. Your pupils will pick up on this and are less likely to respect you as a leader.



It's to be hoped that you'll never encounter a dangerous situation, or one that places you at personal or emotional risk.

Fights, threats, verbal abuse are scary situations - but one which need to be handled well. How can these situations be dealt with best?

1. **Keep as calm as possible.** Easy advice that's sometimes hard to take, but still valuable to remember. When others around you are losing their heads, if you keep yours, you have an advantage. Before committing to an action, consider if you have an option. And try to appear calm - aggression, violent action, loud voices, open tempers, are all often fuel to the flame of an emotionally fraught situation.
2. **Speak assertively, without aggression or submission.** Talk as if you expect to be listened to rather than as if you demand to be heard. Speak slowly, and just slightly above conversational level, unless the situation demands a blunt response (for example, if breaking up a fight, a shouted 'Stop that!' will often defuse a situation where a spoken command will not. But if you are going to shout, try to not direct it at one person, or you may find their aggression is redirected towards you.
3. **Summon help as soon as possible.** Do this with almost no delay, unless there is an emergency that you need to deal with. You work as part of a team, and when danger is present, this is never more important.
4. **Only get physically involved if you feel safe to do so, or there is a pressing reason to do so.** There is no requirement for most staff to physically intervene, or place themselves in prescribed danger (unless their contract specifically requires it, such as a guard), although you may feel that some situations require it. Breaking up fights physically can be extremely dangerous, but if you feel comfortable with the level of risk, and there is an obvious gain to be made (for example the well-being of a child)
5. **Use reason when you can, and remove the audience.** Talking away a problem is usually the best option. At all costs, try to get the protagonists away from their peers, and preferably separate. Ten minutes is a long time in such matters, and emotions that were boiling before can cool quickly. After this period, sense is often much more likely to prevail.
6. **Never respond to a threat of any kind with a similar response.** At all times remember your position as a member of staff and try to maintain a sense of composure and dignity. If you offer brittle sarcasm to a student who is deliberately rude, it doesn't make you look cool, it simply makes you look like a student. You don't need to win arguments. Walk away, warn the student, and then follow up with appropriate members of staff.
7. **Never keep it to yourself.** Always report any incident and expect a response. And if you don't get one, press the matter.

Re-engaging disaffected and reluctant pupils

Disaffected pupil behaviours manifest in different ways:

- Work avoidance in class;
- Absconding from the lesson and walking around the building;
- Failure to actively participate in lessons - including with support staff helping
- Failure to complete classwork.

Re-engaging reluctant learners requires:

1. **Staff need to share a commitment to helping these pupils to succeed.** It's important to express this clearly to pupils and their families.
2. **Robust monitoring of academic, personal and social progress to identify need early.** And to work as a multi-disciplinary team to action plan the child's individual journey.
3. **Pastoral support programmes are to be put into place to teach the child how to overcome/manage their feelings/behaviours.**
4. **Communication between home and families must be strong** - contributing to effective support mechanisms at school and at home. Where necessary a single-point-of-contact between home and school supports communication.

Mason Moor - Re-engaging Pupil's Plan

Step 1 - TAC Meeting

School's Team Around the Child

Purpose: to establish concerns and to map the way forward.

Invitees:

- The child
- The family - anyone significant to the child
- Class teacher
- Additional teachers supporting in class
- Support assistant (if there is one)
- SLT member

Meeting outline:

- Around the room will be sugar paper with the following sentences:
 - Things CHILD does really well...
 - Things we are all proud of that CHILD does...
 - Things we need to improve for CHILD...
 - Concerns about CHILD...
- Adults invited will all write down on Post-It notes answers to the above questions. Nobody will use judgemental language.
- A discussion will take place about the current situation and the impact this is having on the child's learning, outcomes and longer term prospects at Mason Moor
- Discussion about what changes we expect to take place. Agreed with all stakeholders.
- Discussion about external referrals for support - including Educational Psychology, SAOS etc.

- Agree protocols for sanctions and rewards. E.g. if the child breaks a rule - how this will be dealt with between stakeholders. This may be: an afterschool detention and parents removing access to a tablet at home. Thus demonstrating the co-production of the plan.
- Set dates for follow-up meetings. (These should be within the half term - twice per term).
- Agree the single-point-contact in school to help parents/carers with consistent support.
- Decide on home-school communication preference. A home-school book can help to understand triggers or to alert the staff at Mason Moor to issues over the weekend or the evening before.

Step 2 - Consistent Management Plan

Behaviour Lead to complete the consistent management plan for the child.

Consistent Management Plan:

- Non-negotiables for effective support of the child.
- Stepped approach to dealing with infringements of expectations.
- Clearly set out consequences.

Consistent Management Plan:

- The purpose of the consistent management plan is to understand fully the triggers, behaviours and avoidance tactics that the child may exhibit.
- The document sets out how to deal with the child's presented behaviours in a consistent way - thus ensuring that the child experiences all adults developing positive relationships with them.
- Procedures set out in the consistent management plan will explicitly state expectations in relation to consequences.

Step 3 - External referral mechanism

Beyond the school, engaging in external sources of support.

Referral to external support:

- Educational Psychology
- SAOS - individual/cohort work
- Pupil referral unit for short-term support placements and support

Reasons for external support:

- To enable the school to engage with wider disciplinary teams to gather their views, seek their understanding of the child's behaviours.
- Understanding the presented behaviours from another viewpoint.
- Seeking to understand how behaviours in the classroom could be linked to a wider need - for example: SEND (Dyslexia, Working-memory issue) or a wider need (oppositional defiance).
- Providing the child with specialist intervention at a different setting for a short time - enabling adults working with the child to refresh and to get support.
- Understanding the wider SEMH (Social, Emotional and Mental Health) needs of the young person.

Understanding behaviours and links to other possible needs

Behaviour observed:	Autism	ASHD	Attachment Disorder
Easily distracted		✓	
Often doesn't follow through on instructions		✓	
Often interrupts or intrudes	✓	✓	
Often engages in activities without considering the consequences	✓	✓	
Often has difficulty organising tasks and activities	✓	✓	
Has difficulty with change and transitions	✓		
Poor self-control; acts on impulse; hyperactive		✓	✓
Indiscriminately affectionate with strangers			✓
Poor eye contact	✓		✓
Dislikes touch; not cuddly	✓		✓
Tells lies about the obvious			✓
Learning delays			✓
Incessant chatter or abnormal speech patterns	✓		✓
Emotionally volatile; exhibits wide mood swings	✓	✓	✓
Problems with social interaction	✓		
Defects or delays in speech and language	✓		
Over- or under-responsive to certain senses or stimuli	✓	✓	
Inflexible about routines and how tasks should be completed	✓		
Escalates their behaviour when placed under stress	✓		
Poor problem solving	✓		
Difficulty seeing cause and effect	✓		
Lies when it would be easy to tell the truth			✓
Difficulty starting and completing tasks		✓	✓
Difficulty with relationships	✓		✓
Often blames others for their mistakes		✓	
Will go to great lengths to retain control over situations			✓

Supporting children with ASD behavioural needs:

1 Children with ASD are often highly anxious.

Behaviours that look like aggression might well be driven by stress or anxiety.

Assess the classroom environment and your teaching approach for success.

2 Mediate social situations.

Children with ASD often find social situations stressful and difficult to understand.

Support them with visual and spoken reminders; rehearse social scripts.

3 Plan ahead for change.

Students with ASD can find it difficult to manage transition - even between tasks.

Support when a change is approaching; give timed reminders; use visual symbols.

4 Give processing time.

ASD is a communication and language disorder.

Give children with ASD longer to comprehend spoken instructions. Keep your instructions clear, short and specific.

5 Avoid figurative language.

Many pupils with ASD will often take what you say literally.

*Don't say: "Wash your hands in the toilet."
Do say: "Wash your hands in the sink."*

6 Check the environment.

Children with ASD will often have sensory sensitivities.

Think about your seating plan; is your student exposed to (or shielded from) noise, movement, touch and light etc.

7 Mediate games.

Children with ASD can be inflexible about how a game is played.

Help them integrate with the other children by mediating group games, especially those that involve winning and losing.

8 Be consistent.

ASD children work best with consistent rules, routines and structures.

Being consistent helps students with ASD understand your expectations; have agreed plans for how all adults manage behaviour.

Supporting children with ADHD and behavioural needs:

1 Use positive reinforcement.

Say what you want the child to do. Avoid negative instructions.

*Avoid: "Stop running in the corridor!"
Use: "Walk in the corridor."*

2 Use specific praise.

Help the child make links by making it clear which behaviour you are praising.

*Avoid: "Good boy."
Use: "Thanks for holding the door open."*

3 Is this behaviour down to ADHD?

Evaluate whether the behaviour is a choice or a symptom of ADHD.

At times, all children make choices and test boundaries. Use the right response for the right situation.

4 Avoid using 'no'.

'No' can increase resistance and make bad behaviour worse.

Use 'when' and 'then' / 'if' and 'then' / directed choice / distraction instead.

5 Be consistent.

ADHD can affect a student's ability to link cause and effect.

Be consistent with how you issue rewards, praise and sanctions.

6 Always de-escalate.

Stay calm - and fight fire with water.

Many children with ADHD can have poor emotional regulation. If you escalate, so will they.

7 Use rewards and sanctions that are based in the short term.

ADHD can affect a pupil's ability to plan ahead.

Exploit short feedback loops - that means using rewards and sanctions that are issued as immediately as possible.

8 Avoid asking the student if they have taken their medication.

This can escalate behaviour and create oppositional behaviour.

If it's necessary to find out, make a discreet telephone call to their parents instead.

Supporting children with Attachment Disorder and behavioural needs:

1 It's all about control.

Subconsciously, AD students feel safe when they are in control.

Avoid being drawn into power struggles; be aware the pupil may sabotage a relationship rather than feel controlled.

2 Phrase directions calmly, as matter-of-face statements...

...rather than using questions.

Say, "Jamie, put the work away, thank you" rather than, "Please put the work away, Jamie."

3 Explicitly teach choices.

Explain that in every situation there is a good or bad choice, and bad choices lead to consequences.

Teach them to avoid consequences by making good choices.

4 Be wary of triangulation.

AD students will often try to play school and parents off against each other.

This can involve telling untruths about their home life and interfering with home-school communications; always speak to parents directly.

5 Don't believe what they say...

..believe how they act (ie. observe their non-verbal behaviours).

Students with AD will often attempt to hide how they really feel by tricking the adult verbally.

6 Stay calm during interventions.

Students with AD will deliberately attempt to manipulate your emotions.

By purposefully angering or upsetting you, the pupil is attempting to control your response. Take a deep breath and stay calm. Remember - it isn't personal.

7 Don't use predictable reward systems.

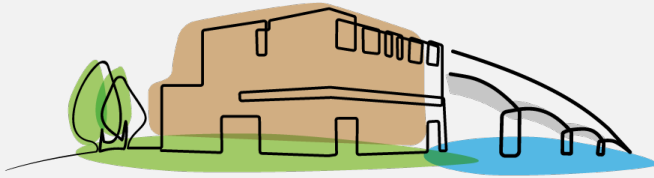
Students with AD will often sabotage reward systems to retain control over the outcome (or escape feeling controlled).

Issue rewards at random times so they cannot predict or sabotage them in advance.

8 Be aware the student may self-inflict or hide injuries.

Adults in the student's early life didn't teach them how to give and receive care.

As a result, they may seek attention for imaginary illnesses, or hide real injuries or significant pain.



THE VALENTINE MANTRA

Our school values are:

Responsibility
Respect
Kindness

All adults at this school strive to be:

1. Calm considered and consistent.
2. Relentlessly positive and have high behaviour expectations for everybody at the school.
3. Nurturing - to build unconditional positive regard for all.
4. Committed to supporting regular opportunities to reflect on, repair and restore all relationships.

Our micro-scripts are:

- *"I notice that you are" ...*
- *"We care about you here and we expect" ...*
- *"Remember when you ... That's who I need to see right now in this lesson".*
- *"Thank you for listening carefully" ...*

Our restorative questions:

1. What happened?
2. Who was affected?
3. How did you/they feel?
4. How can we make things better?
5. What have you learned from this?

Our 4-step behaviour plan

Those pupils who do not follow classroom rules and the behaviour expectations of the teacher are, in the first instance, given a warning about their behaviour (Step One).

If the pupil continues to misbehave, they are then given time out in class (at a designated space within the classroom) for 5-10 minutes to allow them to calm and reflect on their behaviour (Step Two).

If the behaviour persists, the pupil will then be sent to another classroom in the school for a further 'time out' period (Step Three).

If the pupil returns after Step 3 and there is no improvement in their behaviour, a teacher will radio and they are sent to the SLT (Step Four).

When a child reaches this stage, the teacher will inform his/her parents via telephone before the end of the school day.