

Behaviour update Ofsted one year on

Parent Chat

19.11.24

AM/SB

“You can't teach children to behave better by making them feel worse. When pupils feel better, they behave better.”

Pam Leo ('Connection Parenting' website)

Pam Leo is an independent researcher in human development and is a parent educator. Her passion is understanding human behaviour.

Ofsted Nov 23

- ▶ Behaviour and attitudes Good
- ▶ Personal development Good

- ▶ “Pupils value and respond positively to the care and nurture they receive. Pupils have strong relationships with adults. These help them to feel settled and safe.”
- ▶ “Pupils show respect for one another. They treat their friends with kindness and care. Older pupils thrive on the opportunity to become ‘buddies’. They enjoy looking after the younger children or helping others who need a friend at playtime.”
- ▶ “Many pupils behave well. They display positive attitudes to learning. Most classrooms are calm and orderly. **However, there are some staff and parental concerns about behaviour. This is because there is not a shared understanding of the chosen approach to managing those few pupils who exhibit more challenging behaviour.**”
- ▶ “A well-structured personal development programme is in place. This ensures that pupils understand how to stay safe and develop a good understanding of different cultures and beliefs. Pupils are being prepared well for life in modern Britain.”

“However, there are some staff and parental concerns about behaviour. This is because there is not a shared understanding of the chosen approach to managing those few pupils who exhibit more challenging behaviour.” - what have we done?

- ▶ Whole staff training Jan 24 regarding common and shared vision, values, ethos, and culture.
- ▶ SLT held a parent chat in February 24 to share our therapeutic responses to behaviour with parents.
- ▶ To ensure a consistent approach from all staff we developed a behaviour comic strip step-by-step response to incidents (slides 5-10). This is in the behaviour policy on the website as an appendix.
- ▶ We updated the behaviour policy, updating the ladder of consequences for staff to follow (slides 11-14).
- ▶ We formalised and clarified our behaviour curriculum (slide 15).
- ▶ Further training has taken place in staff workshops throughout the year.
- ▶ SLT continue to monitor behaviour through auditing CPOMS and behaviour logs as well as observations on the playground and field at lunchtimes. This is fed back to governors termly.
- ▶ We also continue to recognise behaviour as communication and put a great deal of additional work into supporting transitions to the next class this year, especially for pupils with autism. This has resulted in a settled and engaged working environment in every classroom.

What happened?

I said something unkind.



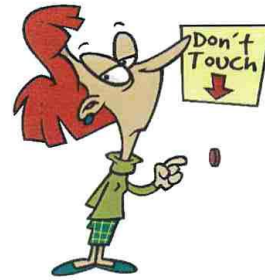
I did something unsafe.



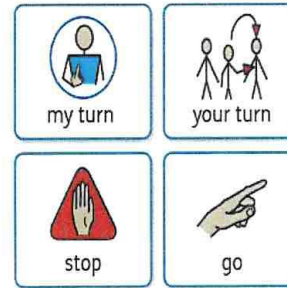
I went somewhere without permission.



I did not follow instructions.



I talked when it was not my turn.



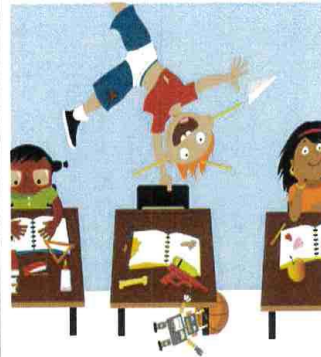
I hurt someone.



I took something that was not mine.



I distracted others.



I did not respect school property.



Something else...

How did you feel at the time?

Embarrassed



Scared



Angry



Confused



Frustrated



Irritated



Worried



Sad



Lonely



Bored



What were you thinking at the time?

I wanted to join in or belong.



I was full of energy and needed to move.



I thought something was unfair.



I was stressed/worried about something.



I wanted to get away/be left alone.



I was confused and did not understand.



I needed attention.



I wanted to have fun.



I wish I had something that someone else had.



Something else...

What were the consequences of your actions?

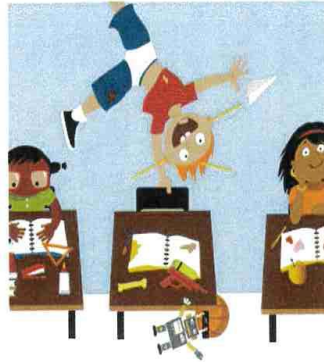
Someone's feelings were hurt.



Someone's body was hurt.



Other people could not learn as much.



I lost someone's trust in me.



I felt worse.



I could not learn as much.



I lost a privilege.



I scared people/made them feel unsafe.



I was not safe.



Something else...

How can you try to make it better?

I can apologise to them.



I can make them a sorry card.



I can do something kind.



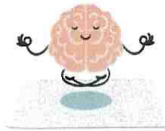
I can complete my learning.



I can tidy up.



I can try a different way to manage my feelings.

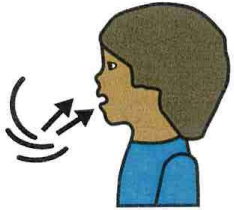


Something else...

What can you do next time?

I can take deep breathes/count to 20.

Take deep breath



I can walk away and find an adult.



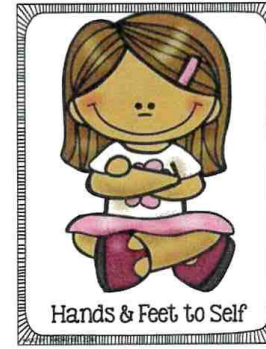
I can focus on my learning.



I can ask for help.



I can keep my hands and feet to myself.



I can ask for a movement break.



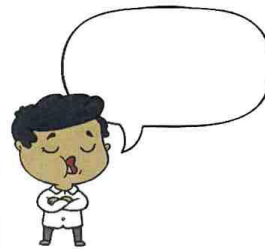
I can ask to use or share something.



I can listen and pay attention.



I can use words to explain how I am feeling.



Something else...

Behaviour Levels

A. Low-level Anti-social Behaviour

Low level

Including: chatting, calling out, swinging on chairs, wandering around classroom outside of a movement break, talking when others are talking, disruptive fussing and fidgeting, deliberately making distracting noises, interrupting/distracting others, making unkind faces/gestures, unnecessary tapping of equipment.

B. Mid-level Anti-social Behaviour (record on Behaviour log)

Mid-level

Including: repeating any of the above when asked not to, pushing/shoving, mild kicking/hitting, answering back/mumbling under breath, spoiling own or someone else's work, name-calling, refusing to follow instructions, throwing rubbers/small objects, put-downs, the occasional mild swear words.

C. High-Level Anti-social Behaviour (these incidents must always be recorded on CPOMS)

High Level

Persisting in any of above (mid-level) having been asked to stop, leaving classroom without permission, spitting, stealing, intense hitting/kicking/punching/biting to cause deliberate harm, fighting, throwing objects to hurt someone, racist/sexist/homophobic abuse, bullying, breaking/damaging property on purpose, extreme swear words (the f and c words).

Behaviour Consequences - low level

1	Warning - name written on post-it	Low level behaviour - pupil told clearly they have a warning.
2	Loss of 2 mins of own time	Low level behaviour continues - Line added next to name. Time missed from break/golden time to be used to educate child on pro-social behaviours.
3	Loss of 4 mins of own time	Low level behaviour continues - Another line added. Time missed from break/golden time to be used to educate child on pro-social behaviours. EYFS or SEND pupils will be reminded of the rules using visuals.
4	Loss of 6 mins of own time	Low level behaviour continues - Another line added. Consider change in environment. Time missed from break/golden time to be used to educate child on pro-social behaviours. EYFS or SEND pupils will be taken for a movement break or quiet time at this point.
5	Loss of 8 mins of lunchtime	Low level behaviour continues - Another line added. Time missed from break/golden time to be used to educate child on pro-social behaviours & discuss triggers.
6	Loss of 10 mins of lunchtime <u>and</u> 5 mins of golden time	Repeated low level behaviour. Time missed to be used to educate child on pro-social behaviours & discuss triggers.

Behaviour Consequences - mid level

7	Time out space in class - loss of another 5 mins golden time	Mid-level behaviour - pupil given 5-10 mins time out and educated on pro-social behaviours. SLT to unpick reasons for behaviour & trigger points. Anxiety Maps started if behaviour persistent.
8	20 minutes reflection at lunchtime with member of SLT, a further 5 mins golden time lost. Parent informed face to face or via email/telephone conversation.	Mid-level behaviour continued with no marked improvement. SLT to unpick reasons for behaviour & trigger points. Time missed from break/golden time to be used to educate child on pro-social behaviours.
9	30 minutes reflection at lunchtime, a further 5 mins golden time lost. Parent informed and meeting with parent planned.	Mid-level behaviour continued with no marked improvement. Time missed from break/golden time to be used to educate child on pro-social behaviours & consider referral for support.

Behaviour Consequences - high level

10	Sent to Head teacher, parents informed preferably by telephone, otherwise email or text. Internal suspension - Part of morning or afternoon out of class to keep others safe, under supervision within school.	High level behaviour - child forfeits the right to learn with their peers for a set period. Pro-social behaviours taught with senior member of staff. Behaviour recorded on CPOMS. IRRP considered. Playground zones if needed.
11	External suspension - parents informed by telephone followed up in writing. This is reported anonymously and termly to the governing body.	Repeated high level behaviour or serious incident (decided on by the Senior Leadership Team).

Behaviour curriculum

What is Layston's Behaviour Curriculum? - teaching valued behaviours		
	What we need	What we do
School's vision & Christian values	"...For every child a chance to shine" Matthew 5:16 "let your light shine before others"	Christian values promoted in CW and embedded throughout school day. Key value taken for each half term. -Community - Friendship - Courage & Resilience - Thankfulness - Love & Compassion - Trust -Creation & Stewardship - Peace & Hope - Wisdom & Reverence - Humility & Forgiveness - Justice Relationships are healthy, nurturing, trusting - everyone is a 'child of God'.
School's ethos - 3 pillars	Christian Values Forest School Nurture & Inclusion	Daily CW, displays, reflected in behaviour policy Building learning powers (resourcefulness, reciprocity, resilience & reflectiveness), stewardship & responsibility, green therapy supports MHWB, spiritual development Six Principles of Nurture - 'all behaviour is communication' & significance of transition in children's lives, planned support for transitions and building of new relationships, Network Hands SEND policy & provision, reasonable adjustments, meeting individual needs
Parental Partnership	Partnership and engagement from parents	Parental Engagement Policy & staff training Open door culture, respectful relationships & conversations, 'knowing' our families, Effective communication - new letters, website, texts etc.
PSHRE curriculum	Carefully planned & sequenced curriculum	Curriculum Map & Knowledge Organisers eSafety, personal safety, emotional literacy, well-being...
SMSC	Empowering pupils Spiritual development	Talk Circles, Eco Warriors, Worship group, Meet & Greet, Buddies Relationships with God/universe, world, self & others Reflection areas
Emotional literacy & agency	If we have words to describe feelings, we have emotional literacy (are able to talk about how we feel and why) and this leads to emotional agency (being able to manage those feelings).	PSHRE curriculum DHT CW Thursdays 'word of the week' Behaviour comic strip - responses to anti-social or detrimental behaviours Rivers PBT referral & interventions
MHWP	Trauma informed practitioners	MHWP Lead & staff informed through training Protective Behaviours work x12 weeks with SB
Therapeutic responses to behaviour	Therapeutic Thinking training	Behaviour policy for majority Adaptations for minority - anxiety mapping, understanding of internalising (detrimental to self) and externalising (detrimental to others) behaviours, therapeutic plans, debrief - teaching internal discipline through response & restoration (conversations, puppets, sand tray)