



## **Positive Behaviour Policy**

### **Rationale**

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

### **Aim**

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

### **Broad Guidelines**

#### **High Expectations**

It is important to have high expectations for our children while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

The Golden Rules are introduced and embedded through stories, posters and behaviour charts:

- We listen; we don't interrupt
- We are gentle; we don't hurt others
- We are kind and helpful; we don't hurt anyone's feelings
- We are honest; we don't cover up the truth
- We work hard; we don't waste time
- We look after property; we don't damage things

Staff should ensure good routines for their classroom and for when their children are around the school. These expectations are reinforced through assemblies and interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

- Start and end of day
- Transition times

- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

### **How we promote positive relationships and behaviour**

- Use of SEAL programme and materials
- PSED curriculum
- Assemblies linked to SEAL and the PSED curriculum
- High focus on staff developing positive relationships with children
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school

### **Agreed whole school strategies include:**

- Golden Rules
- Good looking, good listening, good sitting, good turn taking visual symbols
- Verbal praise
- Individual stickers charts
- Golden Box
- Daily greeting
- Marbles in the jar class reward
- Headteacher's Award
- Celebration Assembly
- Top table
- Ready to learn rocket whole class behaviour chart

### **What is considered inappropriate behaviour?**

#### **Low level incidents might include:**

- Talking at inappropriate times
- Mistreating school or other property e.g. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils e.g. pulling 'funny' faces, trying to attract their attention.
- General behaviour around the school building e.g. Running in the corridors, talking in assemblies
- Shouting out
- Not doing sufficient work / lack of co-operation with peers

#### **High level incidents might include:**

- \*Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist comments/ Gender
- Verbal/written e.g. swearing (in any language), making comments intended, or likely, to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property
- Physical e.g. punching, kicking, pushing, pinching, hitting another person with an object

- Play fighting / rough play
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items e.g. weapons, drugs, inappropriate images
- Bullying
- Ongoing multiple issue in a day

*\*All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident. The principles within this policy are used to explore and deal with this situation.*

### **Use of exclusions**

These are only used as a last resort and where the safety or effective working of the child(ren) class/ school would be compromised. Wherever possible the use SLT are utilised to deal with any significant issues.

Internal and external exclusions are sometimes used if returning a child back into the class setting may result in significant further disruption to their or others learning – or a significant incident has occurred which requires immediate investigation and time for children to become regulated.

We follow the DFE guidance of: “*Exclusion from maintained schools, Academies and pupil referral units in England*”  
2012

### **How it is inappropriate behaviour managed in school:**

1. Highlight behaviour and clarify expectations
2. Repeat expectations and make adjustments
3. Refer to Class teacher/ DH/ EHT depending on severity of the incident – to agree a natural replacement. Families informed.

### **General responses to inappropriate behaviour**

Children have to have the opportunity to reflect on their actions and the impact this may have had on others.

Below are examples for some situations that may occur in school and the types of response that are appropriate:

Incident against another person	Show the person that has been affected by the child’s action that they are sorry. This can be in the form of verbal, written, picture, or an action. <b>We do not force children to say sorry.</b>
Incident relating to theft, damage to property etc.	Where possible – <b>a natural reparation</b> should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item.

	<p>Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem.</p> <p>Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.</p>
The particular activity has been causing issues <i>e.g. football at break time</i>	Work with staff needed in order to ensure subsequent participation can be successful e.g. having reduced time / supervision / or not taking part in the activity.
Child being disruptive in lessons	Child remains in for some or all of the break to catch up with the work that hasn't been completed.

### **Family involvement**

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on the child's chronology. Where the teacher feels additional support or action is required to support a child, SLT will be informed.

Regular contact should be made with parents to update them on any further issues or improvements. The child will meet with the class teacher (and SLT if needed) to discuss the issues and agree improvements needed.

### **Recording incidents**

Incidents of low level behaviour will be recorded on the class behaviour chart. High levels of inappropriate behaviour will be recorded on CPOMs (online monitoring system).

### **Use of reasonable force**

As a result of our approaches to supporting the needs of children with additional needs it is very rare that the use of reasonable force is required. If a situation does occur, staff will use every possible solution to deescalate the situation and avoid having to resort to any physical contact in terms of managing behaviour.

The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in the most extreme circumstances.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this will be recorded and retained by the school.

Many staff are trained in Team Teach positive handling. Where reasonable force is required, staff trained in Team Teach will take priority in dealing with an incident.

### **Supporting children with Social, Emotional and Mental Health needs**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have attention or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of calm as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children it is vital that staff are vigilant and understanding of the potential root causes of behaviour(s) and how these may manifest.

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children.

### **Key principles in supporting the universal needs of all pupils:**

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different levels of stress
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children can do/say scary things
- Don't take things personally

- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short term memory is suppressed
- Children who are stressed are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

### **How we support the universal needs of all pupils:**

- Use of natural reparations rather than 'punishments'
- A nurturing environment with high structure (strong routines and boundaries)
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when stressed BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Using staff presence to help reduce stress
- Naming needs
- Empathetic commentary e.g. "I know you are feeling cross, I know it's a big ask".
- Understand that any traumas in a child's life can impact on behaviour

### **Conclusion**

Positive behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times throughout every aspect of school life. All members of staff will set high standards and children will be given clear guidance on what is expected of them. This policy will promote the positive and inclusive ethos of the school and all aspects of learning will be constantly reinforced through the PSED & Safeguarding curriculum. It will ensure that children and staff are safe, happy, enjoy coming to school and are settled to learn.

Written/amended: Jan 2019

Next review date: Jan 2022