

Stapleford Community Primary School and Nursery

Positive Behaviour Policy



| STAPLEFORD COMMUNITY PRIMARY SCHOOL Positive Behaviour POLICY | | | |
|--|-------------|----------------------------------|-------------|
| Review frequency | Annually | Date of next review | Spring 2025 |
| Committee | LGB | Required by Law | Yes |
| Governor approval (date) | Spring 2024 | Website (public area) | Yes |
| Staff / governor responsible | HT | Date first produced | Spring 2019 |

Required by law*

Positive Behaviour Policy

“Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.”

Paul Dix, *When Adults change, Everything changes* (2017)

Aims and principles

The aim of this policy is to set out the way in which we will support children to behave in a responsible, kind and sociable manner. It applies to all children and all adults in the school, including Nursery and OOSC. The core aim of our approach is that pupils take growing responsibility for their learning and behaviour.

We will ensure that:

- all children and adults in the school have a clear understanding of the behaviour procedures
- the procedures are followed by everyone consistently and promptly
- children always understand the impact of their behaviour, positively or negatively, on others and why they are receiving a reward or consequence
- the adults in our school show children that they are valued, important and belong

These are our **3 Golden Rules** that underpin this behaviour policy:

We:

1. are respectful, truthful and hard-working
2. keep hands and feet to ourselves
3. look after people and property

These expectations will be made explicit in the following ways:

- At the beginning of each term by the class teacher to their class
- In a school display, in the entrance corridor
- In classrooms, through a notice on the wall
- Through assemblies
- Through daily interactions between adults and children
- In the school prospectus
- On the school website

How this policy supports the school's vision

Our vision :

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|---------------------------------------|---|
| Our pupils CARE, they demonstrate: | C uriosity A mbition R esilience E xcellence |
|---------------------------------------|---|

At Stapleford Community Primary School, we are passionate about education and strive to foster in every child a desire for learning they will carry throughout their life. We are ambitious for our pupils

and want the best for every child. Our staff work hard to ensure the school is a vibrant and innovative place, where pupils demonstrate a thirst for learning, where curiosity is nurtured and excellence is expected in a caring, supportive and stimulating environment.

This policy is based on current thinking and research, the Cambridgeshire Therapeutic Thinking Approach (formally Steps). This policy enables the children to work in a safe and secure environment where all children and staff are valued.

Equality and inclusion statement

We will ensure that our practices and procedures are adapted to suit children and families with all protected characteristics. This will involve adapting practices to be appropriate for children with different cultures and educational, physical or emotional needs. Such adaptations will be made on a case by case basis in consultation with families and external experts where necessary, and in the interests of the safety and well-being of all children. Wherever possible, we will take measures to pre-empt possible conflicts of interest, for example, by setting up individual behaviour plans and arranging additional staff training.

Valued behaviour

Valued behaviour is behaviour which is positive, caring, helpful and values social acceptance. We believe that valued behaviour needs to be taught and consistently recognised.

Teaching Valued Behaviour

Long term behavioural change comes from developing internal discipline. We believe that children learn how to make positive behaviour choices through;

- Focused teaching of valued behaviours
- Time to practise valued behaviours
- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness
- Teaching children emotional language to discuss their feelings

Additional strategies for staff include:

- All staff to focus on the positive rather than the negative
- Be proactive when dealing with behaviour, rather than reactive.
- PIP and RIP - praise in public, reprimand in private to avoid public humiliation.
- Acknowledging children's feelings
- Scan classroom - Maintain regular scanning of the children in your class - so you can see when they are off task or a situation is developing
- Be prepared - clear routines for transition. Have resources ready to reduce waiting times
- Provide engaging learning or experiences
- In the playground, staff on duty should position themselves appropriately on the playground or field, walking around the area, interacting with children, monitoring their behaviour and any developing situations. Staff must not stand together chatting. Children are less likely to misbehave if they know staff are vigilant.
- If a child approaches a member of staff to talk about the behaviour of another child, they must always be listened to and appropriate action must be taken. They must never be told to ignore the child who has upset them or to go away and play with someone else. Staff should support children in resolving disputes where possible, e.g. if a child reports that 'Child X' has been unkind to them, the child should be supported in telling 'Child X' how they are feeling and how things could be improved.

Praise, Reward and Celebration

Learners should develop the understanding that valued behaviours can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by:

1. Praise and positive feedback from all adults and peers. This includes direct specific praise e.g. 'Great listening Bob. Well done!', indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Bob/this group is listening today?', anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.'
2. Child's name added to class recognition board (all classes to have one)
3. Children to be provided with stickers
4. Children given a special job or responsibility
5. Thank you letters written by staff to pupils for demonstrating specific prosocial behaviours.
6. Rewarding of house points. House points will be given for good work and attitude and charted in class. A record of the house points earned by each child will be kept by the class team who will inform the Headteacher if they reach the following milestones and they then receive certificates which are handed out in Friday's celebration assembly :- bronze (50 housepoints), silver (100), gold (150), platinum (200), diamond (300), star (400) and awesome (500). The house points for each house will be counted up and sent to the Headteacher (Thursday afternoon) to be shared in the 'Celebration Assembly'. The house whose members earn the most house points at the end of each term are rewarded with a house treat, which is planned and implemented by the House link teacher.
7. Sharing good work with other classes, teachers, Deputy Head or Head Teacher.
8. Good work and achievements displayed around the school, on the school website and on Twitter.
9. Giving positive feedback to parents/carers at the end of the day or over the phone
10. Marbles for the whole class showing valued behaviours where pupils work together to earn a reward when the jar is full. A full jar equates to 50 marbles.
11. Weekly Value Postcards are given to individual children and celebrated in celebration assembly
12. Children chosen to be the class Star of the Day and told why they have been selected.
13. Hot Choc Fridays: At appropriate times, the headteacher or deputy will either choose or teachers can nominate individuals or groups of children who have been demonstrating the golden rules and enjoy a hot chocolate together.

We recognise that all of our children need recognition for valued behaviours. Children who are always demonstrating them should be noticed, as should those who are working hard to improve their behaviour and attitude. It is the responsibility of the class teacher to ensure that all of their children receive equal recognition for remembering the Golden Rules and for 'over and above' behaviour.

In this policy we are defining '**reward**' as a desirable object or experience given to celebrate outcomes already achieved.

Supporting all learners to maintain valued behaviour

Some children will require differentiation or reasonable adjustments to enable them to continue to show valued behaviours. These will be based on the needs of the children but may include:

1. Arriving in class prior to the other children to have a quieter environment to enter
2. Sitting in a specific space of their own or in a different way

3. Being met and greeted on arrival by a member of staff
4. Movement breaks
5. Time to talk 1-2-1 with staff

Reminders and Redirection

Some children will require a reminder or redirection to continue to show valued behaviours; the adult will select a strategy appropriate to the situation. These may include:

1. Proximity praise – praising the children who are near to the child for their prosocial behaviour which encourages the child to copy their behaviour.
2. Quiet, non-verbal reminder, e.g. a look or a sign, e.g. finger to lips to indicate non-talking time
3. Quiet, verbal reminder using positive phrasing, e.g. 'smart sitting... thank you'
4. Quiet verbal reminder of the relevant rule or routine, e.g. 'Remember our rule for safe scissors? ... Thank you.'
5. Quiet verbal reminder of a recent example of their valued behaviour.
6. Moving the child to sit closer to an adult.
7. An adult moving to sit closer to the child.
8. An adult engaging with the child about their current activity/piece of work – identifying positive features, e.g. 'Let's look at what you've done so far...'

Detrimental behaviour

Detrimental behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment.

Staff will initially use the strategies detailed above to encourage valued behaviour, however there will be times when children need additional support to learn about their detrimental behaviour through the use of consequences.

Consequences

At Stapleford, consequences will be derived through logic and naturally follow an action. Children will experience consequences for their detrimental actions. We will use two types of consequences, 'Protective' and 'Educational'. Both of these create a number of strategies within them to teach valued behaviours to our children, whilst keeping them in a safe learning environment. Certain detrimental behaviour incidents may not require a protective consequence but there must always be an educational consequence. Detailed below are some examples of the two types of consequences:

Protective consequences (removal of a freedom to manage risk of harm):

- Increased staff ratio e.g. specific supervision of a child in the playground
- Limited access to an area of the school
- Escorted in social situations e.g. to lunch
- Differentiated teaching space
- Suspension or Permanent Exclusion

Educational consequences (this learning, rehearsing, or teaching is necessary to enable the child to move forward in a positive way)

- Completing tasks - Children may need to miss their break or lunch time (with a staff member from their class or from SLT) to catch up on work they have not completed due to their behaviour choices.
- Rehearsing
- Assisting with repairs

- Educational opportunities e.g. research
- Whole class/Small group PSHE lessons on specific topics
- Restorative conversations and meetings
- Reflection Time: It may be necessary for learners to have a reflection time with a member of staff in order to complete the Reflect, Repair and Restore process (see below)

An SLT member will intervene as needed, agreeing appropriate consequences after considering the roots of the behaviour, the reflect, repair, restore process, whether the behaviour was a conscious or subconscious choice, the seriousness of the behaviour and any history of such behaviours.

Appendix A details specific behaviours and responses, although is not an exhaustive list.

Adults' responses to anti-social behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Cambridgeshire Therapeutic Thinking Approach's 'A Guide for Parents' outlines the use of 'PACE' in interactions with the children, routinely used as part of school practice.

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| <p><u>'PACE'</u></p> <p>Playful (spontaneous and fun) – “Can I join in?”; “Let’s skip or dance!”; “What game can we play?”</p> <p>Acceptance (unconditional and positive) – “You are loved, no matter what,”</p> <p>Curiosity (be curious for them) – “I wonder...?”; “Tell me about that,”</p> <p>Empathy (listen until they stop) – “I can help you with these feelings,”; “No wonder you’re upset, that must have been hard,</p> |
|--|

- Positive phrasing e.g - “Stand next to me” - “Put the toy on the table” - “Walk beside me”
- Limited choice e.g - “Put the pen on the table or in the box” - “When we are inside, lego or drawing” - Talk to me here or in the playground”
- Disempowering the behaviour e.g. tactical ignoring - “You can listen from there” - “Come and find me when you come back” - Come down in your own time”
- Use of a De-Escalation Script e.g - Use the person’s name – “David” Acknowledge their right to their feelings – “I can see something is wrong” Tell them why you are there – “I am here to help” Offer help – “Talk to me and I will listen” Offer a “get-out” (positive phrasing) – “Come with me and.....”
- Physical intervention

There are situations when physical intervention may be necessary. Staff are trained how to safely use physical intervention. Staff are instructed to be aware of the child’s age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

 - To comfort a student in distress, appropriate to their age and understanding.
 - To support a child with their physical care (toileting, self-care, changing clothes).
 - To gently direct a person.
 - For activity reasons (drama, physical games).
 - To avert danger to the child, other people or significant damage to property.

Reflect, repair and restore (after a crisis)

- Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult.
- The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings.
- The adult may ask the child questions to: Explore what happened? (tell the story)
Explore what people were thinking and feeling at the time?
Explore who has been affected and how?
Explore how we can repair relationships?
Summarise what we have learnt so we are able to respond differently next time?

Graduated Response

Pupils whose behaviour needs additional support may require a more targeted response. Staff will refer to the Cambridgeshire Therapeutic Thinking Graduated response (**See Appendix B**) and use the analysis and planning tools to create personal behaviour plan. These are overseen by the Headteacher, Deputy Headteacher and SENDCO to ensure that they are reviewed and updated in order to reflect changes and progress. Learners who require a Therapeutic Plan or Risk Reduction Plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

Recording, Reporting and Communication

Behaviour that is dealt with by the senior leadership team (SLT) or causes concern should be recorded on the electronic tool 'My Concern' with details of actions taken after detrimental behaviour was shown.

Online Class pastoral file:

- This can be found on the google drive where all children have a folder to record unusual or worrying behaviours (along with other significant incidents such as family circumstances, changes in behaviour, notes from parents).
- the class teacher is responsible for recording these in the pastoral file and if he/she feels that a child's behaviour is being noted frequently, he/she should inform the SENCO/headteacher and contact the parent(s)/carers to discuss the behaviour
- the class pastoral file should be reviewed by the next class teacher at the end of the year to support positive transition.

Staff, including Midday Supervisors must communicate playground behaviour issues with the children's class teachers.

Information about behaviour could be shared with other professionals, e.g. SENDS, Family workers after parental consent is acquired.

Communication with Parents/Carers

Parents will be regularly informed of valued behaviour examples through teacher/parent dialogues, assembly certificates shared and rewards such as 'Star of the Day'. Parents will be informed if ongoing poor behaviour affects the learning of the pupil themselves or their peers. They will also be informed if there is a breach of safety to others. In the case of behaviour that is dealt with by class teachers, they have a responsibility to inform parents what has happened, and what consequences are in place. They may also discuss future actions to support behaviour, for example seeking

support from outside agencies, interventions or personal behaviour plans. They should not name other children involved. This conversation could be face to face in the classroom or on the telephone. Other parents must not be within earshot.

SLT will inform parents when they are dealing with the behaviour. This may be alongside the class teachers. Conversations with parents regarding behaviour are to be recorded on "record of conversation" forms and saved in the pastoral folder on the drive.

Class teachers will also ensure that at times they will give positive feedback to parents/carers at the end of the day or over the phone.

Suspension or Permanent Exclusion

Serious incidents may result in a suspension (The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period) or permanent exclusion. These decisions are not made lightly and the school follows the principles and procedures shared in the DFE document - "[Suspension, Exclusion from Maintained Schools, Academies and pupil referral units in England, including movement](#)". Anglian Learning guidance is also used to support this process. Parents are informed of the decision and reasons for the suspension or permanent exclusion. A reintegration meeting is held with the parents and child on their return to school after a suspension.

Bullying

Incidents of bullying or alleged bullying will be dealt with according to the anti-bullying policy.

Complaints

Parents who have complaints about the way incidents are dealt with should be encouraged to use the complaints procedure.

Monitoring

Behaviour Management, including recording of incidents will be monitored and analysed by SLT and Governors.

The core aim of our approach to Behaviour is developing relationships with pupils taking growing responsibility for their learning and behaviour.

Appendix A

Responding to Valued Behaviour at Stapleford Community Primary School

The table below shows examples of how we encourage valued behaviours.

| Valued behaviour | Typical Adult Responses |
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| Walking in the corridor | “Thank you for walking” “Super walking” |
| Holding a door open for someone | “Thank you so much, you are so kind/polite” |
| Using manners, saying please and thank you | “You’re welcome” “Lovely manners” |
| Using good morning and good afternoon | Say “good morning” or “good afternoon” back and smile |
| Looking after another child who is sad or hurt | “Well done for helping your friend, you are so kind” “I’m sure they feel much better now” |
| Helping an adult to carry something or to pick something up | “Thank you so much for your help” “You are so helpful.” |
| Sitting respectfully in assemblies | “Thank you for your super sitting/listening” “I can see that you are listening carefully” |
| Playing respectfully, including following the rules of games | “Thank you for showing respect to each other like sports people do.” |
| Including everybody in games and activities | “Thank you for including everyone. You have made everyone feel important” |

Detrimental Behaviour at Stapleford Community Primary School

| Detrimental behaviour | Protective/Educational Consequence | Record Keeping |
|--|---|------------------------|
| Low level, minor irregular off task behaviour e.g. chatting, calling out, wandering around classroom, tapping pencils, making faces and gestures | Class teacher discussion – teacher discretion to inform parents. | None - unless repeated |
| Low level, minor friendship issue/verbal/physical incident | Class teacher discussion – teacher discretion to inform parents Restorative conversation between pupils supported by CT PSHE lessons could focus on issues arising in the class | None - unless repeated |

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| Child does not complete work in a lesson to expectation | The child could complete work with the class teacher at playtime. The child could work during lunchtime. They could be asked to continue work when the class is doing something else. If the work is still not meeting expectations, it will be sent home to be completed. | None - unless repeated |
| Pupil not following adult instructions | Positive phrasing or Limited choice Completion of tasks in break/lunch Teacher discretion to inform parents, unless repeated. | None-unless repeated or a safety concern |
| Unintentionally hurting someone's feelings/or hurting someone physically | Reflection with class teacher- Apology Restorative conversation if appropriate | If the teacher is noting a recurrence of this kind of event (e.g. ¾ times in a half term) |
| Physical response in a game – e.g. pushing, hacking, tripping | Protective consequence - miss one game Educational consequence - research rules of the game or reflect on an alternative response for next time the situation occurs Restorative approach with others if needed - apology Teacher to inform parents. | Record in pastoral file If occurs 3 x or more - pattern forming so inform SLT and record on 'My Concern'. |
| Not telling the truth | Discussion and reflection with class teacher on the importance of being honest. Teacher discretion to inform parents, unless repeated. | Record in pastoral file If it occurs 3 x or more -pattern forming so inform SLT and record on 'My Concern'. |
| Taking property/food that does not belong to them | Reflection with class teacher – written/verbal apology. Parents informed | Record on 'My Concern' |
| Spoiling the work of a peer. | Repair the damage - e.g. rub out pencil marks, support the peer to fix any damage. Parents informed If reoccurring child will need to sit away from their peers | Record in pastoral file If it occurs 3 x or more -pattern forming so inform SLT and record on 'My Concern' |
| Refusing to go where asked or leaving the classroom without permission | Parents informed | Record on 'My Concern' SLT informed |

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| <p>Use of swearing or rude or aggressive language.</p> | <p>Child sent to SLT or class teacher to de-escalate Reflection with SLT about swearing Parents informed by SLT</p> | <p>Record on 'My Concern' SLT informed</p> |
| <p>Intentionally, through anger or as a result of heightened anxiety/stress inappropriate physical response or hurting a peer.</p> <p>Breaking equipment, throwing objects to hurt someone, racism*, bullying*</p> <p>Inform SLT</p> | <p>Pupil is sent to member of SLT Structured play arrangements may be made; eg playtime is not with the class/whole school Restorative conversation to repair damage and restore relationships. Also to reflect on more appropriate responses. Repair of equipment where possible and appropriate Social story</p> <p>Possible internal exclusion with SLT Parents informed by SLT</p> | <p>Record on 'My Concern'</p> <p>*In the case of perceived racist comment then policy is followed</p> <p>*In the case of perceived bullying then policy is followed.</p> |
| <p>Repeated incidents of intentionally, through anger or as a result of heightened anxiety/stress, inappropriate physical response or hurting a peer.</p> <p>Use of swearing or rude or aggressive language. Breaking equipment throwing objects to hurt someone, racism*, bullying*, refusing to go where asked or leaving the classroom without permission *Inform SLT</p> | <p>Parents are informed and invited to meet with the class teacher/SLT. Class teacher to work with SLT to follow the Therapeutic Thinking Graduated Approach to complete analysis and planning documentation, putting support strategies in place with</p> <p>Personal Behaviour Plan may be appropriate Possible EHCP procedure Possible internal exclusion with SLT. Possible suspension. Possible permanent exclusion may be considered Involvement of outside agencies</p> | <p>Record on 'My Concern'</p> <p>*In the case of perceived racist comment then policy is followed</p> <p>*In the case of perceived bullying then policy is followed.</p> <p>Appropriate Cambridgeshire Therapeutic Thinking Graduated Approach documentation and analysis completed.</p> |

Appendix B



Therapeutic Thinking Graduated Response

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| <p>Universal Behaviour Curriculum</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations. |
| <p>Targeted Behaviour Policy</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis. |
| <p>Targeted Plus Early Prognosis</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent. |
| <p>Specialist Predict, Prevent & Progress</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan. |
| <p>Specialist Plus Therapeutic Plan</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need. |