A SCHOOL THAT CARES

Curiosity . Ambition . Resilience. Excellence

Stapleford Community
Primary School

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Positive Behaviour and Relationships Policy

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Related documents:
Safeguarding policy
Responding to Prejudice-related incidents policy
Anti-bullying policy

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Positive Behaviour and Relationships Policy

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Aims and principles

The aim of this policy is to set out the way in which we will support children to behave in a respectful, caring 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.

The expectation of adults is that they will understand and implement restorative practice and work within the spirit of the policy:

Value Relationships:
- Encourage, praise, and actively listen to children.
- Offer equal amounts of challenge and support to work 'with' children, without 'punishment'.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Listen, talk, and show empathy with children, so that they know that we understand them.
- Recognise that all behaviour is communication and endeavour to translate this.
- Enable children to communicate with their words because they feel safe and are afforded time to

talk.
- Invite children into their calm and not join them in their chaos.
- Show children unconditional positive regard; they are valued, important and belong

Be consistent:
- Provide and communicate clear rules, routines, and boundaries for all children.
- Reflect upon practice objectively, without judgement, to reduce risk.
- Work as a team to maintain high standards of behaviour within the school.
- Have consistently high expectations within individualised responses to challenging situations.
- Take responsibility for noticing behaviours as they occur, acknowledging and describing both socially acceptable and socially unacceptable behaviours.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Collaborate with the SEND team to create and implement personalised plans which enable all children to thrive.
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.

Monitoring, Evaluating and Communication:
- Keep a record of incidents on pupil's pastoral records or 'My Concern' and ensure that SLT and parents/carers are informed within that same day of any serious incident.
- Monitor, analyse, and evaluate records and data to identify possible factors contributing to undesirable behaviours, using multiple perspectives: at school level, group level (including protected characteristics), and pupil level.
- Communicate so that children always understand the impact of their behaviour, positively or negatively, on others and why they are receiving a reward or consequence
- Maintain an open and honest dialogue with your colleagues, your SENCo and SLT. Do not keep concerns about pupil behaviours to yourself – seek and take the advice of colleagues. Adults managing an incident outside of the classroom must ensure that the class teacher is informed as soon as possible following resolution.

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 :

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, relational approaches and unconditional positive regard. 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.

Positive Behaviour

Positive behaviour is behaviour which is caring, respectful and values social acceptance. We believe that this behaviour needs to be taught and consistently recognised.

Teaching Positive Behaviour

Long term behavioural change comes from developing internal discipline. We believe that children learn what socially acceptable and positive behaviour is through;
• Focused teaching of valued behaviours
• Time to practise valued behaviours
• Positive relationships with adults and peers
• Positive role models
• 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

Praise, Reward and Celebration

Learners should develop the understanding that positive 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' use of praise and rewards. This can be done by:

1. Positive recognition through non-verbal interactions - E.g. Smile, handshake, high five, fist bump, pat on the back, thumbs up.
2. 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.
3. Children 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 Facebook
9. Giving positive feedback to parents/carers at the end of the day or over the phone
10. Marbles for the whole class showing positive 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 positive 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 positive behaviour

Some children will require differentiation or reasonable adjustments to enable them to continue to show positive 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…'

In the Classroom:
- Staff will focus on the positive rather than the negative
- Be proactive when dealing with behaviour, rather than reactive."If it can be predicted, it can be prevented" - consider the support children may need to show valued behaviour in different situations.
- PIP and RIP - praise in public, reprimand in private to always 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 - have clear routines for transition. Have resources ready to reduce waiting times
- Provide engaging learning or experiences
- Consider your seating plan and lining up order to support children to show positive behaviours.
- Use ordinarily available provision (OAP) to support children to demonstrate positive behaviours, e.g. visual timetables, now and next boards, different seating options, etc.

In the Playground:
- 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.
- Report incidents to class teachers either verbally or by recording on pastoral file/my concern

Inappropriate behaviour

Inappropriate 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 positive behaviour, however there will be times when children may display inappropriate behaviours. Such behaviours will be consistently challenged by all staff with the aim of de-escalating any situation and ensuring all

children are safe and that learning can continue uninterrupted.

It is important for children to know that their positive behaviours will be met with positive reinforcement and reward. It is equally important for children to understand that inappropriate behaviours will result in consequences to help them learn how to deal with situations in appropriate ways.

Adults must always speak to children calmly, with the greatest respect and with positivity. Initially adults should use non-verbal signals e.g. eye contact, a shake of the head or a disapproving look and allow the child some take up time. Following this, adults state which behaviour they expect to cease and present a calm, clear statement of expectations, this is done through the use of the following scripts:

- Name - Command - Thank You
- When… Then…
- Yes… When…
- What/Where, rather than WHY
- Use 'rule reminder' for minor behaviours eg The rule is… e.g coats in class
- Use "I need you to" ......Thank you' rather than 'please'

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 positive behaviours to our children, whilst keeping them in a safe learning environment. Certain 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 (measures put in place 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)
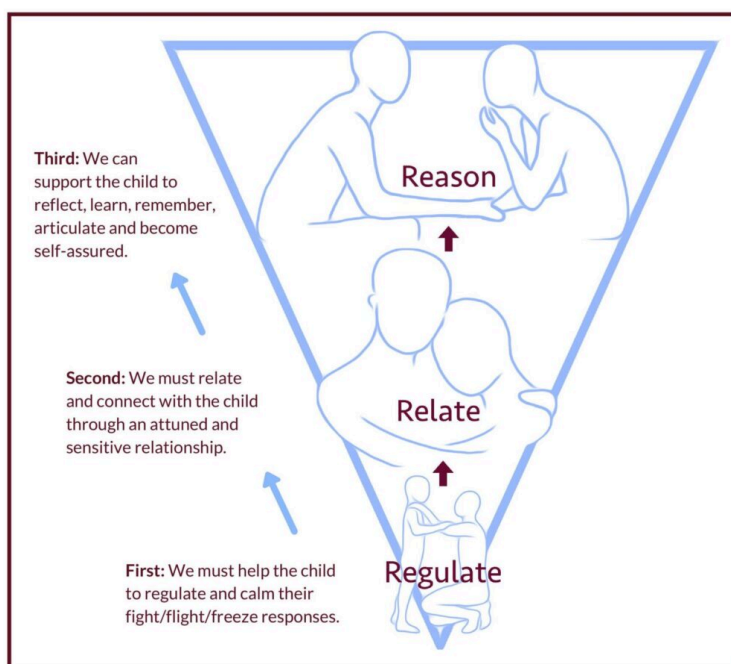
An SLT member will intervene as needed, agreeing appropriate consequences after considering

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:

- Taking note of Bruce Perry's neurosequential model, as by prioritising regulation and building connection (relating) before engaging in higher-level thinking (reasoning), this sequence allows individuals to access their thinking brain and learn from their experiences more effectively. Provide opportunities to regulate and relate prior to reasoning.

Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Reason

Second: We must relate and connect with the child through an attuned and sensitive relationship.

Relate

First: We must help the child to regulate and calm their fight/flight/freeze responses.

Regulate

- The use of 'PACE' in interactions with the children, routinely used as part of school practice.

'PACE'

Playful (spontaneous and fun) – "Can I join in?"; "Let's skip or dance!"; "What game can we play?"

Acceptance (unconditional and positive) – "You are loved, no matter what,"

Curiosity (be curious for them) – "I wonder...?"; "Tell me about that,"

Empathy (listen until they stop) – "I can help you with these feelings,"; "No wonder you're upset, that must have been hard,

- Connect before we correct in order to balance challenge and support
- To connect, staff must commentate out loud what it is they think the child is trying to say to them
- Successful connection will result in the child feeling listened to heard and understood.
- If the child understands that the staff understand them the behaviour will decrease.

- To help connect staff need to match their affect to the young persons
- Use therapeutic language to help with this connection - WIN (Wonder, Imagine, Notice) will also help with connection - I wonder if…, I imagine that…, I noticed that…
- After successful connection staff can challenge the behaviour through correction

- 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.

Repair - Reflect and restore (after a crisis)

Six Stages of a Crisis — pages 42 - 52
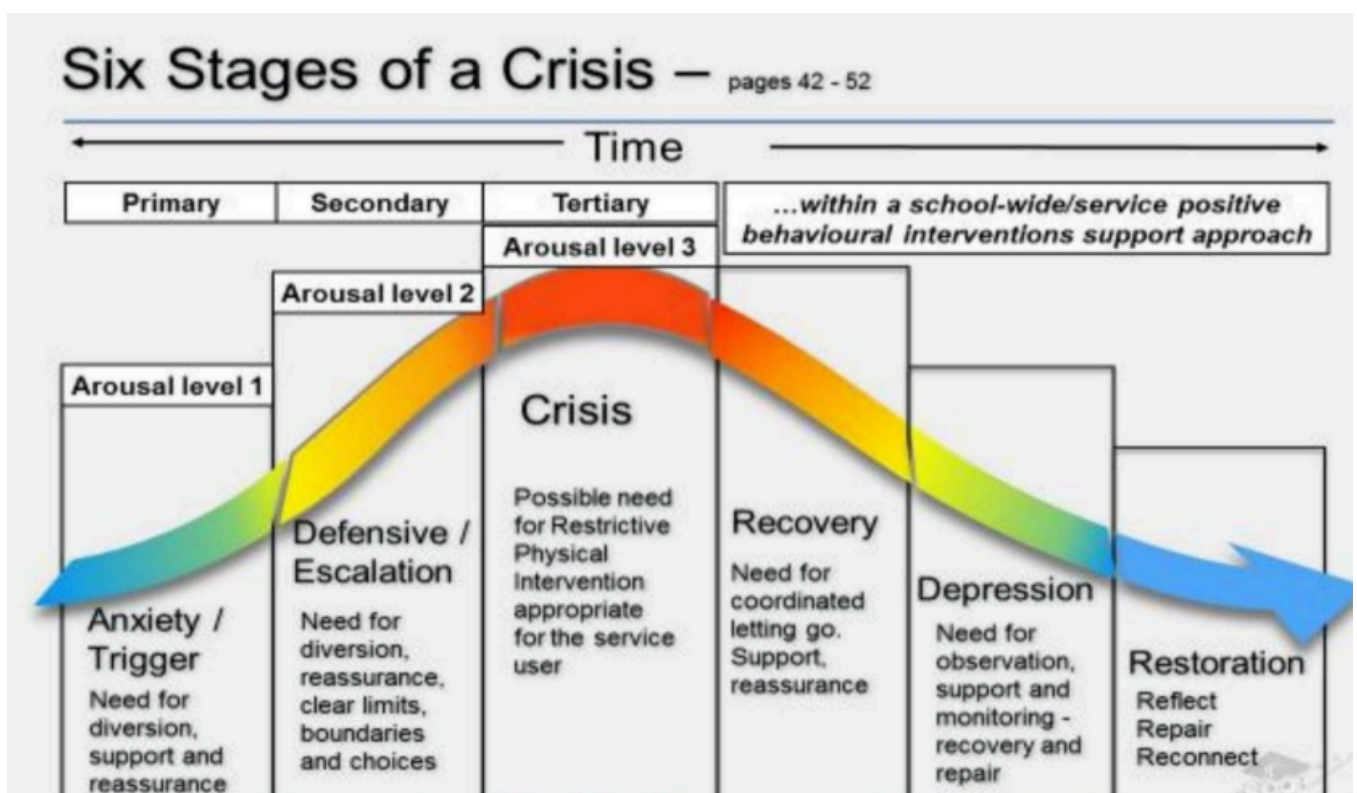
Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will use the approaches of TELL and HELP to support the child in a restorative approach.

TELL

Time
- Children and staff both need time to recover from a crisis.
- It takes different lengths of time to recover depending on age and developmental stage.
- Younger children or more emotionally underdeveloped children can recover from a crisis quickly.
- Older children or adults often take longer to recover from a crisis.

Environment
- Consideration of the environment when having a post incident conversation is important.
- Try to avoid the conversation in the same place that the incident took place, a comfortable and private place would be appropriate.
- Think outside of the box, some of the best conversations happen walking around the building.

Listen
- Staff need to ensure they are demonstrating active listening skills
- Paraphrasing, summarising
- Remove frame of reference
- Take away your want to reply
- Listen with the intent to understand not reply
- Putting yourself in the other person's shoes

Learn
- The aim of the conversation is to help the young person understand how to express themselves in a more socially acceptable way.

HELP

Hear
- Ask the child "what happened?"
- Your aim here is not to find out the truth, you are creating a platform for the young person to speak about the incident

Explain
- Member of staff to explain why they responded the way they did, try to link this to safety.
- The member of staff having this conversation needs to be the member of staff who has been involved in the incident.

Link
- Ask the question "How did that make you feel?"
- Some children will struggle to talk about emotions and may need scaffolding through using visuals such as emojis, feelings fans, Makaton or flash cards.

Plan
- Ask the question "What can you do the next time you feel that way?"
- Be prepared for children to not know
- Teach the child an achievable way to express their feelings the next time they occur
- Ask the question, "What can you do to repair what's happened?"

Graduated Response

Pupils whose behaviour needs additional support may require a more targeted response. Staff will use analysis and planning tools to create a 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 Positive Behaviour Plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention and support 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 inappropriate behaviour was shown.

Online Class pastoral file:

- This can be found on teams 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 positive 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.

Prejudicial Behaviour

Incidents of behaviour where prejudice is evident will be dealt with according to the Responding to Prejudicial Incidents 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.

"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)

Appendix A

<u>Responding to Positive Behaviour at Stapleford Community Primary School</u>

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

Positive Behaviour	Typical Adult Responses
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"

<u>Inappropriate Behaviour at Stapleford Community Primary School</u>

Inappropriate 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

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

Use of swearing or rude or aggressive language.	Child sent to SLT or class teacher to de-escalate Reflection with SLT about swearing Parents informed by SLT	Record on 'My Concern' SLT informed
Intentionally, through anger or as a result of heightened anxiety/stress inappropriate physical response or hurting a peer. Breaking equipment, throwing objects to hurt someone, racism*, bullying* Inform SLT	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 Possible internal exclusion with SLT Parents informed by SLT	Record on 'My Concern' *In the case of perceived racist comment then policy is followed *In the case of perceived bullying then policy is followed.
Repeated incidents of intentionally, through anger or as a result of heightened anxiety/stress, inappropriate physical response or hurting a peer. 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	Parents are informed and invited to meet with the class teacher/SLT. Class teacher to work with SLT to complete analysis and planning documentation, putting support strategies in place with Positive 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	Record on 'My Concern' *In the case of perceived racist comment then responding to prejudice incidents policy is followed *In the case of perceived bullying then policy is followed. Appropriate documentation and analysis completed.