

Managing and Supporting Positive Behaviour
Policy



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Rationale

The school's Managing and Supporting Positive Behaviour Policy aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect. This policy is designed to promote and **explicitly teach good behaviour**, rather than merely deter anti-social behaviour.

At High Street, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home.

The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

At High Street Primary Academy, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

Aims and Objectives

We aim to ensure that discipline* teaches, supports and reinforces the skills and behaviours a pupil needs to succeed in learning. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our school are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other. We acknowledge that our example has an important influence on the children. Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?'

Whole School Approach

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the

family, preparing for an exam, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our Academy environment never unwittingly re-traumatise any of our community members and act to maximise protective factors through the conscious use of our relationships.

**Discipline, derived from the Latin word, disciplina, which means instruction, and derives from the root 'discere' which means to learn.*

Managing behaviours

We have a structured and progressive model that is inclusive for staff and children. School routines and initiatives such as the recognition board and 'good to be green' support whole class behavior for learning. Should this not work, there is a clear process of escalation to ensure that all behaviour incidences are dealt with fairly and consistently. The escalation process can be found in the appendix of this policy.

Managing behavior after an incident/crisis

At a point when the pupil is fully regulated there will be some reflection and analysis of the behaviour.

1. Making the child aware of the physiological clues of what is happening within their body and in their actions. Say what you see, labelling the emotion that you see.
2. Shine the light on the behaviour that was inappropriate. E.g. 'It's okay to feel cross, but it's not okay to...'
3. Refocusing the behaviour. What can we do next time to support you to behave differently?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future. Consequences should not be punitive, shaming or detrimental to the child's view of themselves.

Guiding rules - Ready Respectful Safe

- 1) *Ready to learn*
- 2) *Respectful to others*
- 3) *Safe in all contexts*

These rules will be clearly displayed in each classroom and around the school.

Our agreements are expressed positively and there is an expectation that all pupils stay 'on green' all day, every day. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring in an age appropriate way what the expectations mean through a variety of ways e.g. stories, Circle Time, drama, photographs, dance, art, PSHE, whole school values etc.

Adults recognise their changing role from assertive to supportive care, developing pupil's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and acceptance.

What we do:

In order to achieve the above we will:

- Explicitly teach the Ready Respectful Safe ideals and why they are important
(communication)
- Provide opportunities for children to be active participants in their own learning and development
(behaviour for learning)
- Clearly state the boundaries of acceptable behaviour (rules)
- Respond promptly, developmentally appropriately and consistently to children who test these boundaries (expectations)
- Promote good behaviour in a positive way (rewards)
- Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging (inclusion)
- Work with parents where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships (partnership)
- Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective action (self-evaluation and school improvement)

Our positive approaches to behaviour involve us 'noticing' and rewarding good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement.

The programmes of study in PSHE provide examples of skills and vocabulary for adults to use to encourage learning in this way.

Special celebrations, Roles and Responsibilities:

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, lunch time encourages positive interactions and aspirations.

Assemblies and all class based lessons provide high quality opportunities for praise linked to deeper learning. Assemblies involve an element of positive praise and celebration, with each teacher giving explicit praise, along with celebrations such as Headteacher's Award, Writer of the Week, mathematician of the week, good to be green postcards and the cube system of reward.

We recognise the importance of positive comments, respectful interactions and role modelling for the children.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

Rewards

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. Staff have the opportunity to develop cohort appropriate rewards to supplement school wide systems but these must be signed off by senior leaders in order to ensure they are appropriate and can be discussed during conversations with parents and children.

The chart below gives an indication of the frequency and type of rewards.

Rewards are never to be taken away once earned.

Frequency	Behaviour	Implications
Daily	Keeping Ready Respectful Safe Any praiseworthy Behaviour linked to manners etc	Praise / Recognition Board Cubes in the jar/Staying 'on green' Behaviour raffle tickets
Weekly	Very good behaviour for learning	Writer of the week Mathematician of the week Headteacher Awards

Good Routines

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes:

- The learning environment - tidy, interactive, stimulating and celebratory
- Classroom organisation - so that the basic needs are met and children can find what they need
- Routines for the school day - planned, understood by children, minimum fuss and time wasted
- Movement around the school - quiet and calm
- Time keeping - lessons, playtimes, beginning and end of the day,
- Assemblies- a time for communal celebration and quiet reflection - children and adults to enter and leave silently

Staff responsibilities

- Ensure that there are good routines (see above)
- Ensure that you are consistent, friendly and professional at all times
- Remain calm
- Aim to be positive at all times by seeking out and rewarding the good
- Regularly provide time and opportunity for pupils to discuss and reflect on behavior in class and in the wider community and why respecting a code of conduct is important
- Explain why certain behaviours are not acceptable and where appropriate link the behaviour to being a positive British citizen.
- Be consistent about praise and rewards as well as when supporting positive behavior
- Be aware of individual needs

Playtime and Lunchtime Staff

As above, plus

- Be active and engaged with the children
- Be aware of the main problem areas (places, times, individual children, etc)
- Be active in your supervision
- Aim to return the children to class in a calm and orderly manner so that they are ready to learn.

Classroom Staff

As above, plus

- Operate the Class Rewards System
- Support Playtime and Lunchtime Staff by being on time to collect your class and ensuring that we maintain our high standards of moving around the school.

Senior Leaders

As above, plus

- Monitor the patterns of recorded behaviour for their phase (EYFS, KS1, KS2)
- Identify the main problem areas (places, times, individual children, etc.)
- Discuss and agree changes in order to reduce the number or range of concerns - keep a record of the impact of any changes
- Support teachers in your phase when a parent meeting is required
- Support staff in the implementation of the policy
- Take prompt and decisive action to deal with areas for development

Restorative approaches

When an incident between children occurs we need to try to:

- a) Give the child/ren time to calm down before speaking to them
- b) Listen to each child explaining what has happened including any witnesses if possible
- c) Ask anyone who has been at fault what should have happened and what they would do differently next time
- d) If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Consequences

We want children to be aware that for poor behaviour, there are consequences. For children who have age appropriate emotional and social skills this will be in the form of reflection and restorative time with the adult. There may also be 'natural' consequences of their action, for example using lunchtime or break to complete their work.

Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection/restorative time will follow at the next available break. A member of staff will speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent.

The severe clause

In our behaviour plan a severe clause is in place so the school and children know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal or external exclusion:

- a) Persistent, serious or offensive verbal* or physical abuse of a child
- b) Verbal or physical abuse of an adult
- c) Dangerous behaviour (likely to result in a serious harm or accident)
- d) Deliberate damage to property
- e) Open defiance
- f) Leaving the school site without permission

A decision to exclude a pupil should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Inclusion

It is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at High Street Primary Academy we would expect to look for a suitable setting for that child rather than excluding them.

Review

This policy is to be reviewed every two years by staff, governors, parents and pupils.

Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.

The following flow chart is to support your management of behaviour at High Street Primary School.

As you can clearly see there is an escalation of intervention based on the behaviour of a given child.

Although the process should be followed in a sequential manner we understand that at certain times we may need to move to a higher level on intervention.

This process should always link to our managing behaviour policy and look to reintegrate the child as soon as is possible and begin the restorative approach.

Appendix A

	Positive behaviour is supported by the ethos in the classroom established in accordance with our Positive Behaviour Policy. Clear rules support the boundaries and high expectations of the class teacher; all rules come under the overarching 'ready, respectful, safe' mantra that represents our core values. The environment is inclusive and positive behaviour is supported through use of the recognition board, 'good to be green' display and <i>bespoke classroom 'rewards'</i> *
	Children who display negative classroom behaviour despite this inclusive ethos will be redirected through the offer of 'proximal praise'. Children who are behaving well nearby will be praised so that the child who is not behaving is aware of the expectation. Should s/he persist, they will be reminded in private that their behaviour is not appropriate and told how to address their behaviour.
	If the child continues with the negative behaviour, the child or an adult will turn the green display card to orange. Remember all behaviour is communication - why is the child off task? Can you solve the behaviour by understanding the child's need and responding with an appropriate strategy? If the behaviour is ceased, the child or adult turns the card back to green.
	The positive intervention and redirection strategies have not worked and the child continues to act in an inappropriate way. At this point the child's card is turned to red and a setting change is needed to re-regulate and the child should be taken to a paired class to allow time to do this. This is essentially a 'time out' and should not be for an indeterminate time or reason. It should solely be to reflect on their behaviour and to adjust their attitude when they return – this should be no longer than 15 minutes. The child should be given sentence stems to support the restorative element of the exercise.
	Should the child not respond to this stage of the process they will be collected by a member of the SLT/key adult and taken to be internally secluded. At this point a letter will be generated for the child to take home to explain this**.
	Three letters in a term (six – eight weeks) warrants an IBP. This should be generated with the CT, the child, the child's parents and any other key personnel needed such as the SENDCo or phase lead where necessary. The IBP supersedes the behaviour process and SMART, timely targets must be set to support the pupil's behaviour and shared with all staff involved with the child's care.
	If the IBP does not have the desired effect, another meeting with parents should be arranged quickly and the targets revised and further support sourced. The head teacher should be involved and within this meeting the possibility of a fixed term exclusion should be discussed
	The child's behaviour is not altered by the steps above and external support from agencies such as the MAST team has not supported any change. At this point a fixed term exclusion may be issued and a plan should be developed for the child. This may include provision at the Terraces or the Edison centre to support with an identified need. Meetings with staff and professionals would cover options for the family such as managed moves/fresh starts before the final stage of a permanent exclusion.

* We encourage the use of **supplementary** age/stage appropriate rewards (such as a pupil of the day award or earning class choosing time) that supplement the statutory requirements of the policy but these must be cleared/ approved by a phase lead or senior lead before being introduced.

** See appendix B of the policy

