St John’s CE Primary School. Positive Behaviour Policy

Everyone Matters

RESPECT
RIGHTS
RESPONSIBILITIES
RULES
ROUTINES
REWARD and REFLECTION

This Positive Behaviour Policy should be read in conjunction with our Positive Handling and Safeguarding policies and our Anti-Bullying Policy.

Main Principle

We understand that all behaviour is a form of communication. We are mindful of the fact that when a child is struggling to communicate something difficult, their behaviour regulation may be compromised. In understanding this we are encouraged to help them through their distress with care, consideration and empathy. The overall aim of our Positive Behaviour Policy is to recognise, manage and develop the quality of our children’s learning environment, for themselves and for those around them, ensuring school is a safe place within which to develop skills required of lifelong learners.

Introduction

It is important that every member of the school community feels included and supported, and that each person is valued, respected and treated well. We are a caring community whose values are built on mutual trust and respect for all. There exists a strong school ethos where ‘Everyone Matters’, where school strives to provide the opportunity to respect and value the rich cultural heritage it offers alongside opportunities to explore the fullness of individual gifts and talents, safely, as a school family, within the school environment.

This Behaviour Policy is designed to help all members of the school community to work cohesively and in a supportive way. It aims to build and maintain a school where everyone feels happy, safe and secure. It aims to promote and develop suitable self-regulation, social awareness and appropriate standards of behaviour, through providing common, simple and effective procedures for promoting effort, achievement and positive behaviour. It aims to acknowledge the importance of understanding and reacting appropriately to a variety of behaviour presentations.

We aim to follow the 7 R’s (Respect, Rights, Responsibilities, Rules, Routines, Rewards and Reflections), to scaffold our process. This policy explains expectations and the ways we work together to achieve our aims outlined in our Vision Statements, and the liaison needed between home and school if we are to be a successful place of mutually respectful learning.
We also incorporate that children know their rights but behave in a manner that respects the rights of others.

This policy is also underpinned by our key Christian values, and is reflective of our school’s distinctive Christian nature. The concept of forgiveness is important when reflecting on behaviour and forms a central part of our approach to developing positive behaviour.

SUPPORTING POSITIVE BEHAVIOUR AT OUR SCHOOL

We aim to know our children well, by achieving this we can.

- Notice our children doing the right thing and acknowledge it publicly and privately
- Build positive working environments in our classrooms and in our playground(s)
- Provide opportunities and success in all areas of the curriculum
- Give regular encouragement and descriptive feedback through our reward systems
- Make our children feel special by holding special events and activities
- Build positive relationships with parents/carers and children and our whole school community
- Promote self-awareness; supporting children to understand and regulate their emotions, have respect for themselves and others, and take responsibility for their own actions.
- Create and maintain a safe school climate where learning can take place and all pupils can grow socially, emotionally and academically.
- Provide a nurturing environment, using Dan Hughes’ PACE approach (Playfulness, Acceptance, Curiosity, Empathy – see Appendix 1).

These aims are achieved by:

- Setting clear expectations for behaviour
- Maintaining a consistent and caring school atmosphere
- Employing the PACE principles
- Working in partnership with all stakeholders
- Providing children with positive role models
- Understanding that all behaviour choices (actions) have consequences
- Putting relationships and connection at the heart of our school
- Modelling and praising the value of forgiveness

RESPECT

We aim to:

- Separate the behaviour from the child; and understand the behaviour in relation to the individual in any given circumstance
- Avoid unnecessary labelling
- Use private rather than public reprimand and allow children time to calm down
- Help children to make the right choices about their behaviour and to reflect on where they went wrong
- Establish appropriate social and learning behaviour and to keep relationships between adults and children positive
RIGHTS

We all have the right to:

- Feel safe in our school in order to promote effective learning.
- Work and learn together to the best of our ability.
- Be treated with dignity and respect.
- Access our rights

RESPONSIBILITIES

We all need to care about other children, parents, teachers, school, our equipment and ourselves.

We all have responsibilities to treat others as we would like to be treated. These include opportunities;

- To resolve conflict promptly and peacefully
- To listen to each other
- To help each other
- To try our best
- To discuss
- To encourage
- To be polite and courteous
- To make time for others
- To be punctual
- To help others understand
- To respect the rights of others
- To be honest
- To look after each other
- To respect each other
- To work and play safely
- To share and co-operate
- To ask for help
- To ask for opinions and ideas
- To have a go
- To include each other
- To forgive
RULES

These help to protect our rights and encourage responsibility.

We have agreed school rules negotiated with teachers, the school council and staff. These operate inside and outside the classroom in accordance with the class charters.

General School Rules

These SHARE expectations are for everyone, and apply both in school and on school trips:

- S - Safe and sensible movement around the school
- H - Help, don’t hurt, with your words and actions
- A - Adults are there to help, please listen
- R - Respect other people and their property
- E – Everyone is treated individually

Each day, the rules are demonstrated in the following ways:

- Everyone is expected to move around the school sensibly, and silence may be needed in some areas, in consideration of others who are working
- There should be no running inside, so that everyone is safe
- Everyone is expected to use their manners at all times, and to think about the impact of their words on others
- Everyone should take care of their belongings, other people’s belongings, the cloakroom and the classroom
- Shirts should be tucked in, and no sports shoes should be worn unless it is the appropriate time
- Earrings should be small studs but should not be worn during PE lessons
- No other jewellery should be worn, except for religious pieces, and these should be covered safely for PE lessons
- If you disagree with something that has been asked of you, we will address this in a calm and sensible manner; please use a calm voice when trying to solve a problem
- We can apologise and we can forgive

Class Rules

Each class will devise their own class rules at the beginning of each school year. This should show how the class will:

- Talk and communicate with each other
- Learn together
- Move around the class
- Treat each other.
- Resolve problems
- Behave safely
- Demonstrate British Values.
We will work hard. 
We will keep our hands and our feet to ourselves. 
We will be kind and helpful. 
We will be gentle. 
We will respect one another’s rights. 
We will listen to each other. 
We will look after property. 
We will practice forgiveness.

To reinforce rights and responsibilities, children are given opportunities to discuss them through Personal, Social and Health Education, as well as Circle Time and Collective Worship.

**ROUTINES**

Our routines aim to help children feel safe. They include providing for:
- Good seating plans in class (carpet plan and tables)
- Wet play activities
- Class Time Out, cooling down/behaviour management plans
- Clear communication
- Entry and exit into class after playtimes and to and from home
- Transitions from the carpet to seat work
- Differentiation/personalisation for all children
- Leaving the class to go to the toilet
- Setting up class rules
- Clear consequences of breaking rules. Some will be immediate and others may be deferred
- Clear information given to PPA cover staff
- Clear expectations of behaviour within the classroom and wider school community

**Rewards and Reflections (and Consequences)**

At St John’s we are helping children to learn that all actions have a reaction and a consequence. Where the action is negative, this usually involves making up for a wrong doing, and repairing relationships with those upset. If children are not able to follow the St John’s SHARE rules, as detailed, then staff will use a calm and consistent manner, following a PACE approach, to understand the behaviour shown.

We aim to help the child to understand why they might have behaved in his way, and to help them to address the difficulties they have had which have led to the problem occurring.

We encourage positive behaviour in a positive and constructive way. We feel that by highlighting and rewarding such behaviour, the children will be encouraged to adopt it. Where positive behaviour is evident this may be encouraged in the following ways:
Rewards may include:

- Praise, verbal or written in front of peers
- Showing work to other adults
- Smiley faces, stickers or certificates
- Nominating children of the week (St John’s Stars) who have shown significant effort and achievement in class.
- Golden Time. This means that children are allowed to choose what to do for a short period of time on a chosen day (Friday).
- In class award/reward systems operate – resulting in a Class treat.
- Informing parents

Reflections (and consequences/sanctions)

We aim to always encourage positive and responsible behaviour and deal with with the behaviour immediately in order to teach children about fairness, the relationship between behaviour and the outcome of different types of behaviour, the need for calming down and cooling off, and how to work towards repairing and rebuilding relationships. We encourage the use of a restorative approach to this. Most importantly, all of us have a right to a new start.

Reflections and Consequences may include:

- Being asked to sit in a different seat within class
- Being asked to complete unfinished work with the teacher during break or lunch time
- Missing play time in order to reflect on what has happened and to decide how to make it right
- Helping to clear up if a mess has been made
- Contacting parents/guardians
- Exclusion from lunchtime games/clubs/groups
- Writing a letter of apology or apologising in person if appropriate to the situation
- Explaining their behaviour choices
- Fixed term internal exclusion from class
- Fixed term external exclusion from the school, following Reading Borough Council’s Behaviour Tariff.

Children will also be supported to reflect on their behaviour as part of a recovery and restorative process. They will be given the opportunity to calm down and to think about how to repair a damaged relationship, in conversation with a trusted adult. This will involve the child deciding how they can make amends, either through an apology or other method suitable to the child and the situation. They will have the opportunity to forgive.

Persistent Behavioural Difficulties

With behaviour that is repeatedly in opposition to the St John’s SHARE rules, we will endeavour to find out what has caused a problem for a child that has led to the behaviour that we have seen in school. This may be approached with a number of different strategies, more of which are detailed within the Appendix.

- We understand that anger is sometimes driven by fear, so we will allow the child time and space to open up about what their personal difficulty might be. If this then becomes a
safeguarding concern, appropriate procedures will be followed in line with our safeguarding policy

- The pastoral team may plan some specific work with the child on dealing with angry feelings, how to express anger in a more constructive way, and how anger is a normal human emotion
- We will work with the parents on positive strategies to support their child’s fears, anxieties or feelings of anger in the home if these are present. This may involve work with our Pastoral Team on the Triple P Parenting Program
- We may refer the child for support from the PMHW team, the CAMHS service or the Behaviour Support Team

EXCLUSIONS:

If children seriously affect their personal safety or the safety of others, this may result in a fixed-term exclusion.
This is rare in our school community and the following are examples of when this may happen:

- Absconding from school and endangering themselves
- Repeatedly intimidating others through verbally taunting, threatening, name calling, swearing or teasing
- Physically harming anyone or damage to the school environment
- Repeatedly disrupting the learning of other children
- Refusing to follow adult requests in such a manner that undermines that person’s ability to keep the child safe

Exclusion is a last resort and not an action taken lightly. Also taken into account is whether the child has any special Educational Needs and/or Disabilities. Parents are informed on the day by telephone and this is followed by a letter home. The school will provide work during the child’s period of exclusion. On return to school we will meet with the child and the child’s parents before s/he makes a new start.

PHYSICAL INTERVENTION

Staff members have had Team Teach Training which equips staff in de-escalating a situation and if necessary how to restrain children in the safest possible way. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing any offence (for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to or damage to the property of any person including the pupil him/herself
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, during a teaching session or otherwise.

In certain extreme situations it may be necessary, as a last resort, to physically restrain a pupil. These situations are rare. It only takes place where no other reasonable option is available and a senior member of staff should always be called to deal with a situation that may result in physical intervention.
There may be situations where there is no time to call a senior member and staff should intervene if another child’s or adult’s physical safety is at risk.

Prevention and de-escalation are always more preferable options to physical restraint and attempts to diffuse the situation will always be made. The minimum amount of physical intervention will be used and it will be stopped as soon as is possible.

If an incident occurs that results in physical restraint, efforts should be made after the event to repair relationships between staff and children and any other parties involved. Additional support may need to be put in place for both the child and the member of staff if necessary.

A written record must be made by all staff involved and recorded in the school’s bound and numbered book.

Parents will be contacted to discuss the incident and to help calm the child down.

Given a child’s individual needs and/or disabilities, it may be necessary that daily physical intervention is part of the way in which the school meets that child’s special educational needs. This intervention should always be the minimum level needed to support the child. These children will also have outside professionals such as Behaviour Support Team members and the school’s Senco supporting their learning and advising school staff on the best way of doing this.

Should an increasing level of physical intervention be required for a child, it may become necessary for more specialised provision to be considered in order for that child’s needs to be met more effectively.

**Links with Parents**
Parents have a vital role to play in their child’s education. It is very important that parents support their child’s learning and help them to understand their behaviour choices. The school and parents/carers must work together in order to have strong links in communication between home and school. This will ensure collaborative working to help children make the appropriate choices.

The school will ensure that parents are kept updated with their child’s behaviour in school, and parents should ensure that the school is kept up to date with any behaviour issues or changes in the child’s home life that may impact their behaviour or emotional resilience.

We aim to involve parents at all levels and the following will help all of us:

- Please read this policy and talk about it with your child
- Be punctual, starting the day with their peers will always be of benefit to the child
- Help your child to remember routines e.g. the book bag and P.E. bag
- Read our weekly newsletter with your child
- Reward children for the good things they do at school
- Work together with school in the spirit of partnership
- Tell us about your child’s strengths and positive qualities
St John’s Behaviour Tariff (Examples)

Behaviour Sanctions

Stage 1 LESS SERIOUS
• Not being organised for school day (re: PE kit/PACT folder etc) • Eating sweets/gum • Ignoring instructions • Occasional talking at inappropriate times • Not lining up sensibly • Accidental damage through carelessness • Deliberate time wasting • Bringing inappropriate items to school

Sanctions
• Eye contact • Frowns • Proximity e.g. sitting next to adult • Reminders of class rules • Change of seating • Name on boards • Loss of Golden Time if persistent

Stage 2 DISRUPTIONS
• Wandering around • Persistently not handing in homework • Interrupting teacher when talking to whole class • Interrupting and/or annoying other pupils in class and at play • Talking during Worship • Making silly noises • Pushing in line • Not responding to teacher’s request to work • Work avoidance • Misbehaving in the toilets • Using equipment inappropriately • Minor challenge to authority/demonstrating unpleasant attitude towards others • Rough or inappropriate play

Sanctions
• Separation from the rest of the class/group • Contact/letter home to parents • Writing a letter of apology • Completing Behaviour Reflection Form • Completing unfinished work at playtime/Golden Time • Time out in class • Time out from playground • Missing Golden Time (Also refer to above sanctions)

Stage 3 MORE SERIOUS
• Being more disruptive, deliberately creating a disturbance • Disrespectful comments • Challenge to authority • Swearing - harmful offensive name calling e.g. racist, homophobic (verbal and/or physical gestures) • Wilful destruction of property • Physically harming someone • Leaving class without permission • Deliberately giving false information to a member of staff • Repeated refusal to follow instructions • Bullying (Inc Cyber Bullying) • Repeated consequences/sanctions for more serious issues (failure to amend behaviour)

Sanctions
• Internal Exclusion • Formal contact with parents e.g. letter(s) home/telephone calls • Completing Behaviour Reflection Forms • Letters of apology • Behaviour plans • Reflection times • Headteacher/Assistant Headteacher involvement. • Playground exclusion. Also refer to above sanctions.
Stage 4 VERY SERIOUS
• Repeatedly leaving class without permission • Fighting and intentional physical harm to other children • Throwing large dangerous objects e.g. chairs • Serious challenge to authority* • Verbal abuse to any staff member • Vandalism • Persistent dishonesty* • Stealing • Persistent Bullying* • (*any of the above via social media)

Sanctions
• Immediate involvement of HT/DHT • Telephone call and/or meeting with parents with follow-up letter • Fixed term exclusion. Also refer to above sanctions

Stage 5 EXTREMELY SERIOUS
• Verbal/Physical abuse towards any staff member • Extreme danger or violence • Bringing to school dangerous weapons/objects • Leaving the school site • Very serious challenge to authority • Running away from staff whilst on a school trip.

Sanctions
• Fixed term exclusion up to 45 days (within a year) NB : Recurring behaviour will involve longer exclusions
• Permanent Exclusion • Behaviour pertaining to lunchtimes will involve exclusion at lunchtimes. (Also refer to above sanctions)
Appendix 1 – The PACE Approach by Dan Hughes

**PACE** is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. It uses the term ‘we’ to show children that everyone is willing to work together to help them.

**Playfulness**

- Use a light tone of voice.
- Be relaxed and playful – this helps the child to feel at ease.
- Give children a positive experience in learning
- If they find it hard to regulate their emotions, then their feelings of anger will quickly escalate.
- By teaching them how to manage their positive feelings, using humour, they become less defensive and more reflective on their own thoughts and behaviours.
- Being playful adds enjoyment to the day, then when an adult needs to be firm they are less likely to be angry and defensive in response. Being playful means laughing **with**, and never **at** the child.

**Example:** Using playful language to deescalate a situation. “**Now look how those coats are all over the floor, oops I nearly tripped over them!**”

**Acceptance**

- Unconditional acceptance is at the core of the child’s sense of safety.
- This is about accepting what is going on for the child internally – this is neither right nor wrong, it is just how things are for them and it is their motivator. This does not mean accepting the negative behaviours.
- This is how the child comes to learn that while the behaviour is being criticised, this is not the same as criticising them as a person – “I still like you, but I don’t like that behaviour.”
- Acceptance does not damage the relationship between the child and adult; the relationship remains despite the negative behaviour choice.

**Example:** Accepting that the child has had a genuine fall out with a friend and that this will be very upsetting for them. “**I can see that this has made you really upset**” rather than “**Don’t be upset it was just a silly argument.**”

**Curiosity**

- Curiosity underpins accepting the cause of behaviour.
- Be curious, without judgement.
- Encourage them to reflect upon reasons for their behaviour.
- Let the child know that you understand.
- They don’t always know that the behaviour was inappropriate or even why they did it – this comes back to what we know about brain stem development, and the primal responses of fight or flight.
- Curiosity shows the child that you are interested in them and want to understand, rather than lecture or tell them they are wrong.
• Use a quiet, accepting tone: ‘What do you think was going on there?’ ‘I wonder what...’ But say this without expecting a response. This takes the pressure off, especially where ‘Why did you do that?’ can be confrontational, and they might not actually have a reason.

• If you can stay curious about why the child is behaving this way, there will be less frustration. Curiosity is non-judgemental and helps the child to stay engaged. It also helps them start to understand their inner life.

• Curiosity helps them come to an understanding about themselves, and that the behaviour is motivated by a feeling or perception rather than something innately bad within themselves.

• This makes them more able to reflect, to communicate, and then to reduce behaviour.

**Example:** Enquiring about the child’s emotional experience in that moment, “I wonder if you’re feeling angry because you didn’t have those crisps for break time.”

**Empathy**

• Empathy allows the child to feel an adult’s compassion for him – when the child is distressed, the adult shows the child that they know how difficult this is for them and they don’t have to deal with it alone.

• An adult can provide comfort and support – relationships are key.

• Promoting a feeling of togetherness – ‘we’ will help you with this.

**Example:** Show that you understand that things are difficult for them. “I understand this must be really difficult for you, I know that when I’m upset I just want to hide in a corner.”
Appendix 2 – Monitoring

What can be done for those who are struggling?

- Boxall Profiles to investigate which specific issues are present
- Talkabout assessments and Sociograms to find out about their social skills and their social standing within their peer group
- Recording behaviours on our school Behaviour Forms to track patterns
- Strategy meetings with class teacher/team leaders/pastoral team/parents
- Advice sought from external agencies i.e. Behaviour Support Team, PMHW, SALT or EP depending on needs shown
- Talkabout clubs
- Anxiety or anger management clubs
- Lego Therapy
- Use of a quiet areas during outdoor break time
- Use of safe places/work stations
- Hand massage as a calming strategy
- Movement breaks inc use of stacking cups
- Debrief time after lunch or break time
- Involvement of external therapies such as Play Therapy, Art Therapy, Music Therapy or work with BWA
- The PACE approach used by all staff
- Use of SDQs to monitor progress in their social behaviours
Appendix 3 – Positive Reinforcement Strategies

- Acknowledgment of pro-social behaviours
- Special mention in assembly for manners/ English/ Maths/ sports/other achievement
- Communicating positive messages with parents
- Individual reward systems such as tallies or stars or smiles, building up to time with an adult playing football/ watering the plants
- Class rewards such as extra break time
- Subtle forms of praise for pupils who find praise hard to accept eg: a little thumbs up between child and teacher, a squeeze of the shoulder, a whisper in the ear
- Praise for small successes such as coming straight to class, or sitting in their own seat
- Use of class points systems, ensuring that all children have a fair chance to receive a reward eg: rewarding groups rather than individuals
- Use of a marble jar to work towards whole class rewards
- Saying to a child at the end of the day, “I really enjoyed that lesson with you today.”
- Reinforcing the relationship between teacher and pupil by using transitional objects – giving the child something of yours to ‘take care of’ until you get back
- Telling the child that you had them in mind, “I thought of you yesterday when I watched that nature show, as I know you like monkeys.”
Appendix 4 – More on Consequences

- The child will be given the chance to regulate their emotions and to calm down before discussions about the behaviour will take place.
- No consequence applied will damage the relationship between the pupil and the adults working with them.
- Shaming or humiliating a child is not part of the consequence application ie: if a child needs to be spoken to about their behaviours, this is done subtly, away from the main group.
- The class teacher will speak to the child about the behaviour seen and the child may be asked to miss some free time from their break or lunch to discuss how to make the situation right, or to make up work missed if the child has been out of class (not in their safe place).
- The pastoral team may plan some specific work with the child on dealing with angry feelings, how to express anger in a more constructive way, and how anger is a normal human emotion.
- We will work with the parents on positive strategies to support their child’s fears, anxieties and feelings of anger in the home.
- We may refer the child for support from the PMHW team, the CAMHS service or the Behaviour Support Team.
- We understand that anger is sometimes driven by fear so we will allow the child time and space to open up about what their personal difficulty might be. This may then become a safeguarding concern.
- Depending on the severity or frequency of the behaviour, the adults involved could be the class teacher, the pastoral worker, the team leader, the SENCo, the Assistant Head or the Deputy Head. Only extreme or dangerous behaviour will be directly referred to the Head teacher.
- A ‘safe’ place/work station may be allocated for the child to be able to go in order to calm down. Time spent in the safe place/calming down space will not need to be made back in class.
- Strategies may be given to the child in order to help them feel calm, such as ‘try counting back from 100 in 3s’ to help shift their focus.
- The child may receive supported time away from class with another year group.
- A child may receive 1:1 support and supervision from a staff member in order to keep themselves and others safe.
- If the behaviour continues following missed free time, the exclusion tariff may be applied if it is felt that this would help the child – each exclusion, either internal or external will be carefully considered in line with the exclusion tariff, and will only be considered when other options have been explored.
- All incidences of serious behaviour are recorded on our school’s behaviour log which is then uploaded to SIMS. We are then able to look at patterns of behaviour over time.
St John’s Staff will help pupils by:

- Understanding that behaviour is a form of communication
- Making sure every moment is new so that children can see that any difficulties are put in the past and we are all ready to move on together
- Using a PACE-style approach to keep a light tone to their voices as appropriate
- Promoting positive relationships between staff and pupils at all times
- Using the term ‘we’ to describe how helping children is a team approach ie: ‘We can work on that together’
- Making sure that instructions are clearly given, with enough thinking time
- Helping them to manage difficult emotions (refer to PACE approach)
- Giving time warnings to help children know when an activity is coming to an end
- Working with pupils to keep all spaces clear and tidy
- Giving everyone their own space in which to put their belongings
- Modelling appropriate, positive behaviour at all times
- Giving praise to all, as positive reinforcement, in whichever form is appropriate to the child, bearing in mind that overt praise may be difficult for some children to accept
- Aiming to increase pupils’ self-esteem and a belief in themselves
- Using positive handling strategies (the Team Teach approach) to help to keep a pupil safe when needed, maintaining communication with the child at all times

**Strategies for Adults**

As we know that behaviour is a form of communication, there may be things that we can do as adults, to help limit the stresses placed upon children which may escalate situations unknowingly. These include:

- Maintain respectful interaction – if a child needs correcting on their work or behaviour, this is better done quietly so that others do not hear
- Refrain from shouting
- Avoid blanket punishments – keeping the whole class in at break time because of one small group causes damage to class friendships and is unfair
- Try not to leave children waiting for a situation to be resolved; anxiety can escalate when children are kept waiting
- Try to avoid lining children up as far as possible
- Be sensitive to use of body language and facial expression when speaking to a child
- Discuss behaviour out of the earshot of others. Preserve dignity at all times.
- Always follow through - Make sure you follow up things that you have said you will do as this enables children need to see that you are trustworthy.

Agreed November 2018
An aspirational and supportive school community, working together to wonder, trust and achieve.
Striving to recognise life’s rich opportunities, while developing talented lifelong learners