



Longparish C.E Primary School

Positive Behaviour Policy **September 2023**

Rationale:

The Governing Body and staff at Longparish C.E Primary School believe that positive behaviour is fundamental to success in the classroom for both children and teachers.

The aim of our positive behaviour policy is to enable children and adults to implement the values of Longparish C.E Primary School (*Excellence, Friendship, Respect*) through self-discipline, mutual respect and positive social behaviour.

'Behaviour for learning' is behaviour that encourages learning to take place. Positive behaviour in school is embedded through a well-planned and well-delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Through our curriculum positive behaviour is taught, modelled and rewarded. Children learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and consequences are explicit and applied consistently. Poor/unacceptable behaviour and behaviour that doesn't support learning needs consequences but with support to enable the child to develop more appropriate learning behaviours.

It is in the best interest of the child that expectations of behaviour are high and consequences are explicit and applied consistently at home and at school. Having the support of families and a shared understanding is paramount.

We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through three simplified core rules:

Ready
Respectful
Safe

We want our learners to be ready to learn, to be respectful of each other and to feel safe.

Aims:

- That there is clarity of language; expectations are simply expressed, understood by all and are part of our regular routine.
- To be consistent in our use of strategies used by all staff, following a whole school approach
- To be respectful of the child and their innate worth. (We tailor targeted approaches to meet the needs of individuals in our school, and ensure staff know and understand their children and their influences.)
- Are based on starting where the child is, not where we would expect or want them to be
- Give positive messages and positive rewards
- To teach 'learning behaviours' alongside managing unacceptable behaviour.

The School Code of conduct

Our school code of conduct is based on Jenny Mosley's Whole School Circle Time Model.

- ❖ *We are gentle; we don't hurt others.*
- ❖ *We are kind and helpful; we don't call other people names.*
- ❖ *We listen; we don't interrupt.*
- ❖ *We are honest; we don't cover up the truth.*
- ❖ *We work hard; we don't waste learning time.*
- ❖ *We look after property; we don't waste or damage things.*

All classes operate the same positive behaviour system where there are agreed classroom expectations. A class charter (based on the School code of conduct) is agreed with pupils at the start of the year and both form the basis of any discussion with pupils around their behaviour.

Each class will display both the school charter and their class charter. The displayed version of the class charter should be signed by all children in the class at the start of the year. The school charter will also be visible around the school so that it can be constantly referred to.

Rewards

At Longparish we have established over time, a wide range of rewards that appeal to learners of different ages and stages of their education. Each adult has a responsibility to learn what will motivate any given child and to use the range of rewards outlined to promote positive behaviour. The rewards should be used to help children learn what is expected of them, in order that we can ensure a safe, secure environment within which children can learn and meet their full potential and teachers can teach. The School and Class Charters are written to ensure that alongside this policy there is consistency and that each and every child is treated with equity.

We work hard to develop a supportive school, with a caring ethos. We focus on rewarding good behaviour and hard work and we aim to recognise and value the positive contributions of all of our pupils.

Extrinsic motivation—in the form of external influences such as gaining rewards and praise—is useful to address some minor misbehaviours or to encourage positive behaviour. Teachers can use tangible techniques such as rewards and sanctions, or less tangible strategies such as praise and criticism, to improve motivation, behaviour, and learning. However, it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. We recognise that children who are intrinsically motivated achieve better and are less likely to misbehave.

There are many ways we reward and celebrate achievement and good behaviour. These include:

- Ready, Respectful, Safe display. This display, with children's names that can be moved in and out of the RRS zone is used in the Autumn term when teachers set up the ethos and high expectations within their new class. It is expected that this display will not stay in the classroom and that it will be taken down when it is not considered necessary. In some circumstances it may have to be put back up and used but that is at the professional discretion of the class teacher. Whilst the display will come down, the language will always remain, especially when greeting the children at the start of the day. (*"Good Morning, it is good to see you coming in READY to learn."* *"Thank you for being RESPECTFUL to those around you who want to get on with their learning for the day."* *"Well done for not running and being SAFE as you walk around the school"*).
- Verbal praise, a smile, thumbs up etc are used to promote positive behaviour and good learning behaviours. Praise should always be accompanied by focused feedback. The child should be praised for the effort put into a specific action or behaviour so that a positive mindset is developed within all children.
- Within marking and feedback (see Marking and Feedback Policy) a sticker can be put into a child's book to recognise good effort in their learning.
- Pupils can be sent to the Headteacher (HT) for particular praise/to show their good work.
- Pupils can earn housepoints for good behaviour around the school and it is agreed that any adult around school can give housepoints, they must explain to the child why they have given them.
- For good work and effort in their learning, a child can be given house points.
- Communication with parents after/before school regarding positive behaviour. For example; verbal, or parent mail or newsletters
- Regular praise for notable behaviour in assemblies and around school.

Rewarding Whole Class and Whole School Positive Behaviour

House Points:

Across the school, children are members of one of four Houses: St Andrew, St David, St George, St Patrick

Children gain house points that are added up at the end of every week by the House Captains. House points can be awarded for:

- 1) Work that they have done either in the classroom or as part of their home-learning.
- 2) Positive behaviour that follows the school rules.

All staff can award house points at any part of the day for appropriate behaviour.

Waves of behavioural intervention

Wave 1

All the above represent **'Wave 1'** approaches at Longparish CE Primary School: **'High quality inclusive behaviour management'** which is the expectation **for all** school pupils.

We expect our children to come to school 'Ready, respectful, and safe'. We recognise that sometimes issues that may have happened at home or on the way to school may result in children occasionally coming to school in an agitated state and may not be **'ready'** for learning, and **'respectful'** of others. We will always identify individual needs and respond to them with compassion and consideration.

To support children the adults in the school will use an easily identifiable language. When discussing incidences where children are making poor choices the adults will use the 5 restorative practice questions to support the conversation with the child.

The 5 Restorative Questions:

1. What happened?
2. What were you thinking or feeling at the time of the incident?
3. What do you need?
4. Who was affected by what happened? Who was harmed?
5. What needs to be done to make things as right as possible for everyone involved?

At Longparish we always recognise that **'Every day is a new day.'**

The following 8 steps are in place to manage inappropriate behaviour and poor choices:

*** * * It is important to note that there may be incidences that result in staff not using the 8 steps within 'Wave 2', but responding immediately within the context of 'Wave 3' support. Any incident of sexual harassment, online sexual abuse or sexual violence will be reported to the Head immediately for Wave 3 interventions. Regular CPD for all staff is undertaken to ensure all understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.*****

STEP 1 – a verbal cue reinforcing positive behaviour for the whole class when an individual or a few children are not focused on their learning and are causing low level disruption. (Eg *"Well done all of you who have settled down and are working on task."* *"Thank you for coming in 'ready' for learning, and settling into your morning task so well."* *"Last week you were really*

good in demonstrating how to come into school 'ready' to learn and being 'respectful' to others. Let's see you doing the same now."

At this step the teacher needs to consider what is triggering the behaviour – if it is task design, classroom environment or external concerns.

STEP 2 – a verbal warning using inclusive language to explain how the behaviour is inappropriate and what you would like them to do. For example: *"James, **This is your first verbal warning.** I have asked you to talk to your partner about the challenge on the board. You are disrupting others and not respecting their ready and willingness to learn by getting up and moving around the classroom. Please can you stay 'safely' on your chair and talk to your partner."*

STEP 3 – a verbal warning explaining what they are doing that is inappropriate and what you would like them to do. *"James, **this is your second verbal warning.** If you carry on you will have to have 2 minutes outside to stop and think about how to turn your behaviour around. Please can you stop....and focus on the work that you have been asked to do remembering that we want all children to be 'Ready respectful and safe.' Do you need me to explain to you the task again?"*

Throughout all these steps staff need to consider the 5:1 ratio theory (The 5:1 ratio theory is that for every verbal warning teachers should aim to give five specific compliments, approval statements and positive comments or non-verbal gestures. Recent research by EEF on the 5:1 theory, showed pupils increased their on-task behaviour while pupils in similar comparison classes did not change their behaviour. This study implies that teachers with disruptive classes could benefit from increasing their positive interactions with pupils.)

STEP 4 - By this step the teacher should have made time to quietly talk to the child. Understanding and knowing each child can be more effective than default responses.

Step 4 is to ask the child to leave the classroom for two minutes. They should not be left there unattended. If another adult is not available the door should be left open.

Throughout all these steps the adult shows respect with no humiliation.

STEP 5 - In instances of severe or persistent disruption children should be sent for 10 minutes "time out" in another classroom. Children sent for time out need to take some work with them. However, the work should not be the task if there is any concern that they could not access it.

The teacher needs to send a Scopay message out to the parent of the child, cc'ing the HT and Inclusion Manager with the following message:

Your child, _____, had to leave class for ten minutes this morning/afternoon because he/she was being disruptive in class and not allowing the other children to learn.

This is a standard note used by the school to help inform parents. Should this behaviour continue we will be in contact further. Please do speak to your child about this, reminding

them of the importance of trying their best in school and praising them for any positives that you have for them.

By sending this Scopay message teachers are ensuring there is communication with parents, as well as ensuring the HT and Inclusion Manager is aware. It is also a way of evidencing over a period of time when a child is struggling with their behaviour.

STEP 6 - Having visited another class, if the behaviour fails to improve or escalates the HT should be called to the classroom to either withdraw the child from the class or to have a conversation with the child.

STEP 7 – If a child is being sent to another class three or more times within a week or on a regular basis the Class Teacher needs to speak to the Inclusion Manager. Using the Learning Walls from the Primary Behaviour Service Booklet ‘The Six Strands Curriculum’ the teacher should choose a target from one of the Walls (see Appendix) and then present it to the child and discuss how they are to achieve the target. Once this target has been met, the teacher should set another target for the child to achieve. This activity should not last more than 2 weeks. If behaviour has not changed then the teacher needs to consider Wave 3. The parents should be involved in this process and informed of the target set and how their child is doing in achieving it.

Wave 3

We do recognise that some pupils may need a personalised approach to their specific behavioural needs. Where anti-social, disruptive or aggressive behaviour is frequent, the general rewards and sanctions alone will be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Factors may include SEND, Adverse Childhood Experiences (ACE) (for a definition of ACE see appendix), toxic stress social communication or other external experiences within their home or community that is having a negative effect on their ability to learn or cope with the school environment.

This will mean tailoring the existing approaches to the individual child through differentiated practice, discussion with the HT and Inclusion Manager around reasons or background to the behaviour. Options of possible 6 week ELSA involvement, emotion coaching or home/school behaviour management systems should be explored where possible or practical.

Wave 4

Parents will be fully involved at this stage.

Where these differentiated approaches do not work, or where peer on peer abuse is witnessed, or where the pupil’s behaviour is becoming a major preoccupation a range of strategies can be used according to the individual needs of the child (See equity and equality diagram in appendix):

- The first step will be to form a team to problem solve around the pupil's issues. This could be by using the iceberg assessment model (see appendix)
- Boxall profiling will be used as another assessment tool, as may the PEP toolkit. ABCC charts will be used to evidence a potential pattern or trigger.
- Having assessed and evidenced the behaviour, a programme of support will be discussed with the team. At this point an Individual Behaviour Management Plans (IBMP) will be written by the class teacher and reviewed on a regular basis. The frequency of review depends on the child and the success of the plan.
- If these difficulties continue with little improvement the Educational psychologist (EP) and/or the Behaviour Service (PBS) will be contacted.
- The pupil will be placed on the SEN Register as Social, Emotional Mental Health (SEMH).
- If others are at risk of being hurt then it may be deemed necessary to exclude the child.
- Any sexual harassment, abuse or sexual violence will be treated on a case by case basis.

As a trauma and attachment aware school we recognise that all these strategies will reflect the philosophy that most difficult behaviour is based on a failure to communicate effectively rather than an intention to be antisocial or do harm.

It is important that staff are aware of the Safeguarding Policy and Child Protection Policy because it may be that the behaviour being exhibited is as a result of concerns in this area.

In severe cases of violent behaviour, staff should refer to the 'Managing allegations against pupils policy'. Any act of violence should be brought to the attention of the HT and DSL/Inclusion Manager and a record of the event should be made.

Managing and supporting behaviour at Play and Lunchtimes

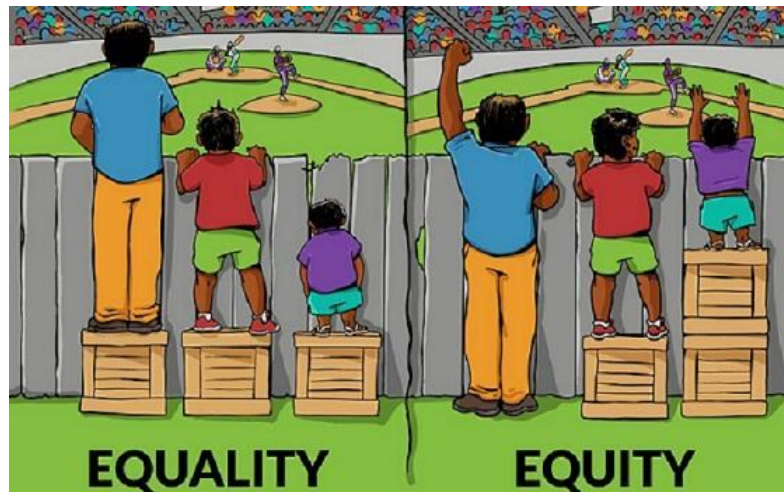
At all times we will ensure there is a happy, secure environment in which children develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually.

At Longparish we believe that:

- Play and lunchtime can be problematic for some children, as children are in school but outside of the normal classroom environment;
- we expect that the school rules will apply at play times as well as during the rest of the school day, and that children will respond to the supervision of the lunchtime staff;
- we believe that emphasising positive behaviour in our school tends to decrease the number of misdemeanours. A well-managed, orderly environment in our school will encourage children to react in a positive, caring way;
- Children need support in learning how to play positively and safely. Adults on duty at play and lunchtimes are expected to teach positive behaviour by modelling, supporting and helping children; not just being a presence to manage play and lunchtimes.

Appendix:

This policy links with other policies and procedure documents, including gender/deversity, classroom environment and anti-bullying.



Why we tailor our responses to the needs of the children.

What we sometimes see as
a failure to **BEHAVE**
properly.
is actually a failure to
COMMUNICATE
properly.

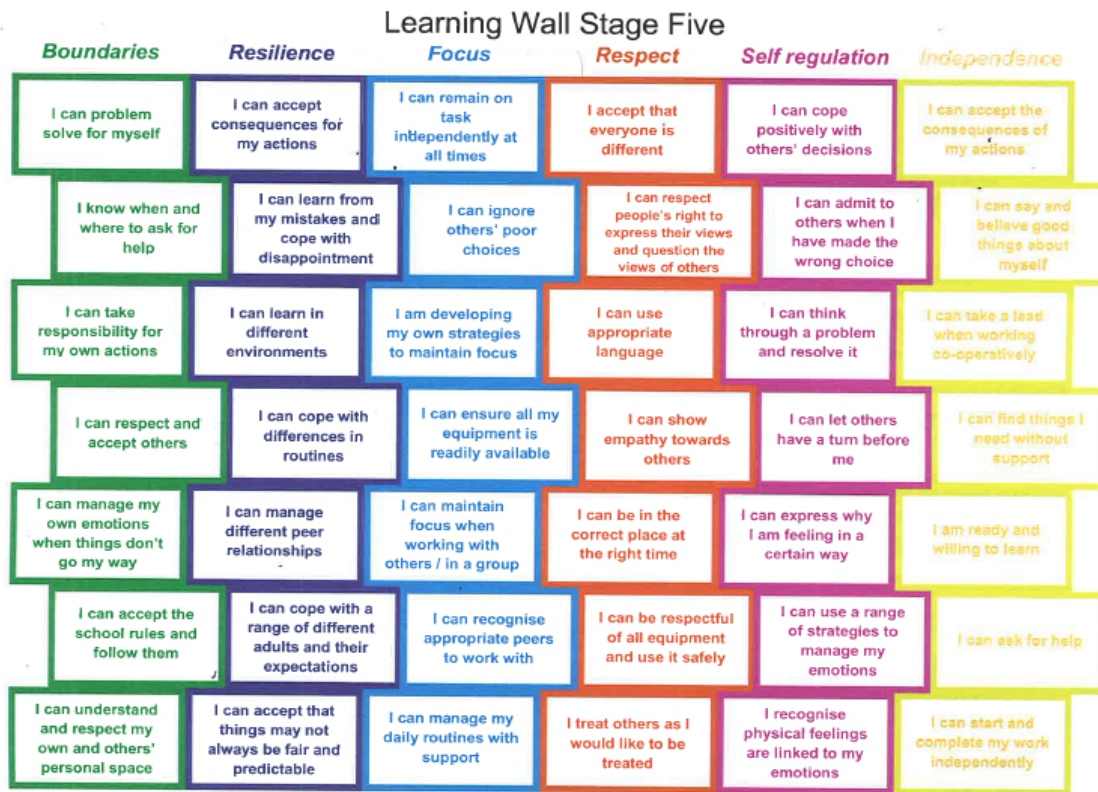


Examples of Learning Walls

Learning Wall Stage One

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I am beginning to share with support	I can try again with support	I am able to engage in sustained play	I can help others with support	I can show if I am happy or sad	I can follow simple routines or instructions with support
I can follow every day routines with support	I can accept help when things go wrong	I can join in with others with support	I notice other people's reactions with support	I can begin to share what the problem is	I can try to do things for myself
I can recognise my own belongings	I can be comforted when things go wrong	I can show interest in others' play	I can accept when my turn finishes with support	I can cope with small changes with support	I can find things I want or need
I know the safe places in my environment	I can show when things go wrong e.g. find my adult / cry	I can play alongside others	I can wait for my turn with support	I can return to an adult when I need them	I can explore my environment
I know who my special adult is and spend time with them	I can have a go	I can play on my own	I can tidy up with support	I can accept comfort from a special adult	I can separate from a special adult with support

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What do we mean by Adverse Childhood Experience?

ACEs are traumatic experiences that children experience that can then go on to effect their mental health and their future prospects in life. It is vital that, as teachers, we understand not just what they are, but how they affect the child and the impact they can have on their behaviour and attainment. Watch the clip below to find out more:

<https://www.youtube.com/watch?v=YiMjTzCnbNQ>

67% of the population has at least one ACE;

12.5% of the population has more than 4. (70/30 Campaign, 2017)

Adverse Childhood Experiences aren't just something that effect the child whilst they're happening, they can have an impact on their whole life.

The most widely recognised ACES are: Abuse, physical, sexual, verbal.

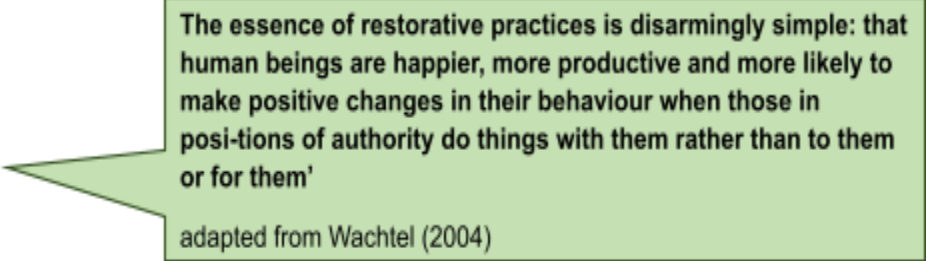
Growing up in a household where:

- there are adults with alcohol and drug use problems
- there are adults with mental health problems
- there is domestic violence
- there are adults who have spent time in prison
- parents have separated

Other types of childhood adversity that can have long-term implications include bereavement, bullying, poverty and community adversities such as living in a deprived area, neighbourhood violence.

The more ACEs a child experiences, the greater the risk of long term impact.

Restorative Practice Information & Guide



The essence of restorative practices is disarmingly simple: that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them rather than to them or for them'

adapted from Wachtel (2004)

The 5 Restorative Questions

1. What happened?
2. What were you thinking or feeling at the time of the incident?
3. What do you need?
4. Who was affected by what happened? Who was harmed?
5. What needs to be done to make things as right as possible for everyone involved?

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