

Positive Behaviour Policy

Generic INTENT

Vision		Mission
<ul style="list-style-type: none"> *An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning 	<ul style="list-style-type: none"> *Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour 	<p>Where every child counts</p>
<p>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</p>		
<p>Preparing Children for Life</p> <p>We believe that we are preparing children for 21st Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p>		
<p><u>Aims and Objectives</u></p> <p><u>At William Barnes Primary School, we believe that children deserve:</u></p> <ul style="list-style-type: none"> • To be set appropriate and stimulating learning challenges • To be taught well and be given the opportunity to learn in ways that maximise the chances of success • To be given quality feedback which highlights successes and areas for improvement. • To have adults working with them to tackle the specific barriers to progress they face. <p align="center"><u>It is also our aim that:</u></p> <ul style="list-style-type: none"> • Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life. • Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts. • Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy. 		
<p><u>Knowledge and Skills</u></p> <p>As a school, we believe in the equal relationship between knowledge and skills in our curriculum.</p> <p align="center">We believe that:</p> <ul style="list-style-type: none"> • Knowledge can be declarative (to know that) or Procedural (to know how). • Both these forms are important and that Declarative knowledge is turned into Procedural knowledge. 		

through action and the act of applying.

- Skills can be Procedural knowledge as a result of the application of Declarative knowledge.
- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.

We prefer to see the debate laid out as:

Knowledge → Comprehension → Application → Evaluation

Global Community

We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.

Parents

“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)

Promoting Positive Relationships and Supporting Behaviour Regulation Policy For William Barnes Primary School

At William Barnes Primary School we believe Every Child Counts and we aim to provide a safe and secure school at the heart of the community, with an inspirational, stimulating, well resourced environment and a high quality, professional staff team where all children are prepared for life. We take pride in all our achievements, encourage inquiry, independence and enthusiasm for learning, and expect high standards of behaviour from all.

The Philosophy of the behaviour policy at William Barnes Primary:

At William Barnes Primary School, we recognise that understanding our emotions is a key aspect of understanding, teaching and moderating behaviour through a therapeutic approach. Through Therapeutic Thinking training, Emotion Coaching and being attachment aware, both children and adults are able to both regulate their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world.

This policy was based on Guidance provided by our Attachment Friendly School training and Dorset Steps (promoting positive pro-social behaviour) and has included input from: members of staff, representatives from the governing body, parents and carers and pupils.

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Promoting Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos. William Barnes Primary School treats **all** children with **unconditional respect** and has **high expectations** for both **adults’ and children’s learning** and **social** behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour needs to be taught and modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Policy Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to self-regulate, to be able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on **rights, responsibilities and respect**. Praise and positive role-modelling support the development of **self-discipline** and the capacity to make **positive choices**.

This Behaviour Regulation Policy links to the following other policies we hold in school:

PSHE Jigsaw Policy

Equality Policy

Health and Safety Policy

Safeguarding Policy

E-safety policy

Maintaining good behaviour is the responsibility of **all** staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life

Promoting Pro-social Behaviour

William Barnes Primary School has adopted a therapeutic approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. Pro-social behaviour can be defined as behaviours that are positive, helpful, intended to promote social acceptance, characterised by a concern for the rights, feelings and welfare of other people and behaviour that benefits other people of society.

There are a number of strategies in use throughout the school to encourage pro-social behaviours and support pupils to make good choices. These include using positive phrasing, limited choice and disempowering behaviours. All staff, both teaching and non-teaching, will take an active role in taking an interest in children and model the behaviours that we seek to promote. At William Barnes we get to know and respect individuality. All staff greet children individually and gauge their emotional temperature in the morning and look to provide emotional support.

Talk Time

This is used in all classes to develop and support positive behaviour patterns. Games and activities are designed to increase self-awareness, awareness of others, self-esteem, cooperation, trust and listening skills. The Jigsaw lessons always include a connect activity.

I can problem solve is used throughout the whole school to help pupils develop problem solving skills.

Two trained ELSA staff offer particular support to pupils and parents.

Mindfulness is key for all pupils and is used in PSHE lessons and whenever needed.

The use of 3 steps in emotion coaching is used by all adults to co-regulate with pupils and lead to setting boundaries and problem solving.

Therapeutic Thinking training supports self-regulation using a therapeutic approach. It allows children to make sense of their choices and encourages independent pro-social behaviours.

Positive consequences

Each class has their own whole class positive consequence system. Classes are praised for positive behaviour, and provided with targets to support good choices, just as they have targets to improve areas of work. Parents are told about targets for behaviour, through home-school links books or verbally by the class teacher.

The School “Special Book” (known as the Sparkly Book) is used in Achievement Assembly each week to highlight children who have made particular achievements during the week. These themes are linked to the whole school PSHE scheme. Their names are read out, and they are each awarded a special sticker.

Anti-Social behaviour

Anti-social behaviour can be defined as:

- behaviours that cause harm to an individual, the community or the environment
- behaviour that is likely to cause injury, harassment, alarm or distress
- behaviour that violates the rights of another person
- behaviour that is contrary to the laws and customs of society

Difficult behaviour can be defined as behaviours that are anti-social, but not dangerous. Dangerous can be defined as behaviours which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

It is important that all staff recognise the importance of reinforcing pro-social behaviours as a way of reducing occurrence of these anti-social behaviours. If anti-social behaviours persist staff will use the strategies from Therapeutic Thinking training and responses outline in Learning and Protective Consequences.

Learning and Protective Consequences

Staff maintain respect for all pupils at all times. Staff will use Therapeutic Thinking techniques as the basis of their response.

Each class will have its own system to support learning behaviour. Each pupil is unique and may require individualised support. This could be as a result of knowing an individual’s circumstances and external professional support. The aim is to provide equity, to be fair, children need to be treated differently.

When faced with difficult behaviour, adults will follow guidance from Therapeutic Thinking training which includes, positive phrasing, limited choice, disempowering the behaviour, and the use of de-escalation scripts. A three-warning system will be used if anti-social behaviours persist. After three warnings and warning cards a child may be sent to a reciprocal class to work. This will be followed up with learning consequence time to reflect and reinforce learning with the member of staff involved or the Head teacher. This includes, social stories, comic book stories, *reflect, repair, restore* conversations. Children with SEN or particular needs may have individual strategies to support them. If there are ongoing behaviour concerns a child will be given additional intervention to help the pupil learn from anti-social behaviours in order to build internal discipline and reintegrate into the class positively and successfully. This could be linked with individualised target cards or home-school books to share behaviour. This is often a short-term strategy in order to support pro-social behaviours.

All staff should focus on de-escalation and preventative strategies, however if a child is displaying dangerous behaviours and is not responding, then a Purple Card will be sent to the office to contact

the Head or a Senior Leader for assistance. This will result in the child being removed using Therapeutic Thinking physical intervention procedures. If the child refuses to leave and is causing serious disruption or a danger to themselves or others, then the class may be removed. Reasonable force can be used alongside reasonable adjustments for children with Special Educational Needs.

Reasonable force may also be used to prevent pupils from hurting themselves or others, from damaging property or causing disorder. This will be down to the professional judgement of the staff member and should always depend on individual circumstances. An incident form will be filled in following use of reasonable force and passed to the Headteacher to sign. The parent will be informed. If it is likely further physical interventions will be needed in future a Pastoral Support Plan meeting will be held and a risk assessment taken and referral to external agencies discussed.

If a child continues to present challenging behaviour a Pastoral Support Plan meeting will be held and referral to external agencies discussed.

Temporary external exclusions may be used in certain circumstances. Use of a permanent exclusion can be used in extreme circumstances. These can only be authorised by the Head Teacher.

In addition to the above it is recognised that on occasion it will be necessary for the school to take action beyond that which is usual:

If a child brings, or is suspected of having brought any object or substance to school that could put the orderly running of the school at risk, or pose a threat to another pupil or themselves, then the Head or designated member of staff will search the child's possessions.

Any instance where this occurs will result in the parent being informed and appropriate consequences applied.

The school accepts full responsibility within their duty of care during school hours or when the hours of a school day are extended as a result of an organised activity, whether on or off site, however we also recognise the essential part that the journey to and from school has for the good reputation of the school.

The school holds Parents/Carers responsible for the behaviour of their children out of school hours and would expect families to work with the school if an instance of inappropriate behaviour occurred that would bring the school a loss in reputation to ensure that the child is disciplined and consequences seen by the school community.

On occasions where an allegation is made against a member of staff or a pupil we will always follow the complaints procedure reporting the matter immediately, in the first instance, to the Headteacher. Allegations found to be malicious will be removed from personnel records; any that are unsubstantiated, unfounded or malicious will not be referred to in any reference.

Pupils found to have made malicious allegations will have breached the school behaviour policy and an appropriate sanction will be considered which could include a temporary exclusion as well as referral to the Police if there are grounds for believing a criminal offence may have been committed.

Code of Conduct

The Code of Conduct is referred to by the whole school. At the beginning of the school year each class goes through the Code of conduct.

Learning powers help pupils to focus on what power they need to help.

- a. Be kind and polite to everyone.
- b. Follow instructions from staff straight away.
- c. Always keep the school and playground tidy by looking after school property and putting litter in the bins.
- d. Tell the truth and make sure you can be trusted.
- e. Understand there is no place for violence, bullying, rudeness or bad language.
- f. Go and tell a responsible adult if anyone is behaving dangerously or rudely.
- g. Be in the right place at the right time.
- h. Play fighting is still fighting
- i. Keep hands and feet to self.
- j. Learning behaviour at all times.

The Code of Conduct will be followed at all times, including break and lunch times. Lunch time Supervisors will follow the Therapeutic Thinking techniques first and then use the three-warning system if anti-social behaviours persist. If there is a serious concern a red card can be sent to the Head teacher or the office.

William Barnes Primary School Anti-Bullying Strategies

Aims

The aims of our school; anti-bullying strategies and intervention systems are:

- a. To prevent, de-escalate and/or stop any continuation of anti-social behaviour.
- b. To react to bullying incidents in a reasonable, proportionate and consistent way.
- c. To safeguard the pupil who has experienced bullying and trigger sources of support for the pupil.
- d. To apply appropriate intervention to the pupil causing the bullying and ensure they learn from the experience, using learning consequences

Preventative Strategies include:

- a. Effective school leadership that promotes an open and honest anti-bullying ethos.
- b. Use of curriculum opportunities to develop social and emotional skills and discuss issues around diversity and bullying.
- c. Engaging pupils in the process of developing the school anti-bullying policy and promoting positive behaviour patterns and the management of good behaviour, through playtime buddies, peer mediation and play leaders roles.
- d. Following techniques outlined in Therapeutic Thinking training.

Bullying

There are many definitions of bullying, but most of them have three things in common:

- a. It is deliberately hurtful behaviour.

- b. It is repeated often over a period of time.
- c. It is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- a. Physical – hitting, kicking, taking belongings.
- b. Verbal – name calling, insulting remarks.
- c. Indirect – spreading nasty stories or making someone feel left out and lonely.

This also includes Cyber bullying

Advice to children:

- a. Don't worry – it will be dealt with and we can stop it.
- c. Tell someone as soon as possible. This could be a friend, your teacher, a lunchtime supervisor, or your parents. Whoever you tell, your class teacher will need to know.
- δ. If you know someone else is being bullied and is scared to tell, be a good friend and tell someone for them. Remember, the bully needs help too!

Sanctions and Punishment

Punishment is seen as a sanction imposed by an adult which does not have a direct relationship with the problem behaviour, as a result punishment can harden and numb the child, produce obstinacy, sharpen the sense of alienation and strengthens the power of resistance. Punishment relies on external discipline. Punishment is not used at William Barnes Primary School, with adults supporting children using educational and protective consequences.

If we work together, we CAN make a difference!

Adopted date:	25/03/2024
Signature of Headteacher:	Karen Wrixon
Signature of Governing body:	Chris Jones
Next review date	Spring 25