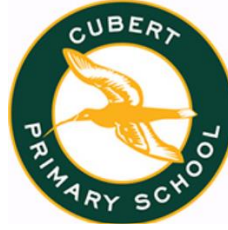




Cubert Primary School



Managing and Supporting Positive Behaviour Policy

There's usually an "inside" story to every "outside" behaviour. Though we may not be able to know that "inside story," there's generally some inner reason for what children do. – Fred Rogers

Aims and ethos

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 Cubert, 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 Cubert Primary School, 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.

The development of positive social, emotional and learning behaviours is at the heart of our approach.

Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ (Duckworth and Seligman, 2005)

Aims and Objectives:

We aim to ensure that behaviour management 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.

All staff recognise behaviour is a form of communication, and try to identify and address the cause and not the symptom.

The neuroscience of behaviour

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

Key Relational Skills:

We know there are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key relational skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland1 2003/2006/2007; Kohut2 1984; Stern3 1998).

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.'

- Affect Attunement: the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child.
- Empathy - Validation and Mental State Talk: the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable. It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour, "You are not my boss." "It must feel like everyone is always telling you what

to do and you never get a say, no one listens to what you want." It is not: distracting, judging, discounting, minimising or placating.

- Containment: Structure, order and predictability Consistency Boundaries applied in a supportive, matter of fact, non-punitive way Emotional containment of feelings too big for the child Regulated and steady adult, in charge of their own feelings and emotions.
- Calming and Soothing: The adult will support the child to regulate themselves.

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. "Its 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.

Our School rules: Give someone a reason to be proud of you.

- Respect and value everyone's voice.
- Care for your environment and belongings.
- Treat others with kindness and respect.

These rules will be regularly discussed and encouraged.

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, and PSHE including whole class social skill activities, 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 school rules and why they are important (communication). This will link to work on British Values and societal expectations.
- 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.

Our programmes of study in PSHE, and our training in Neuroscience all 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, at 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 with a specific focus, linked to our virtue e.g. for demonstrating resilience.

We recognise the importance of positive comments, respectful interactions and role modelling for the children. The school expects all adults – staff, parents, visitors and the wider adult community – to model positive and respectful interactions with one another.

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

Positive Handling:

At Cubert School, safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all.

This is an absolute last resort.

Team Teach techniques seek to avoid further injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that all stakeholders remain safe.

If Team Teach has been required, the staff member will log the incident and parents or carers will be informed. At this point, a plan will be made with parents/carers to minimise the possibility of this needing to happen again.

Rewards:

<u>Frequency</u>	<u>Behaviour</u>	<u>Implications</u>
Daily (anytime)	Keeping to the Cubert School Rules. Any praiseworthy behaviour	General Praise Stickers and stampers Merits Moving up class reward system
Weekly rewards Class and Assembly	Keeping to the Cubert School Rules. Any praiseworthy behaviour specifically linked to Cubert School values. Achievement certificates	Star of the week certificates Whole school celebration of Attendance
Half termly and termly assemblies	Consistently very good achievement for excellent behaviour/effort and /or achievement	As above, plus Head of School Award for exceptional conduct

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
- Hygiene – children will wash their hands regularly and respect the 'catch it, bin it, kill it' approach, avoiding touching their mouth, nose and eyes with hands
- Personal equipment – children will be respectful of other children's equipment
- 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,

Staff Responsibilities:

All staff:

- a) Ensure that there are good routines (see above)
- b) Ensure that they are consistent, friendly and professional at all times
- c) Remain calm
- d) Aim to be positive at all times by seeking out and rewarding the good
- e) Regularly discuss the School Rules and why they are important
- f) Explain why certain behaviours are not acceptable
- g) Be consistent about praise and rewards as well as when supporting positive behaviour
- h) Be aware of individual needs

i) Follow the Cubert Behaviour Flow Chart.

Playtime and lunchtime staff:

As above, plus

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

Classroom staff:

As above, plus

- a) Operate the Class Rewards System
- b) Support Playtime and Lunchtime Staff
- c) Follow the Cubert School behaviour Chart.

Senior leaders:

As above, plus

- a) Monitor the patterns of recorded behaviour
- b) Identify the main problem areas
- c) Discuss and agree changes in order to reduce the number or range of concerns - keep a record of the impact of any changes
- d) Support teachers when a parent meeting is required
- e) Support staff in the implementation of the policy
- f) Take prompt and decisive action to deal with areas for development
- g) Follow the Cubert School behaviour Chart.

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 inappropriate behaviour, there are consequences. These consequences are outlined clearly on the Cubert School behaviour flow chart and provide opportunities for the children to reflect and repair. Opportunities for reflection will be in the form of reflection time with a trusted adult. There will also be natural consequences of their action, for example using lunchtime or break to complete their work. Staff are supported in initiating restorative conversations to support children in the repair and reflect cycle.

Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection time will follow at the next available break. A member of staff may 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. Such behaviours which have required a consequence will be recorded.

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
- g) Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

A decision to exclude a pupil should only be taken:

- In response to a serious breach or persistent breaches of Cubert 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.

All of the above are sanctioned by Heads of School or Director

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 Cubert School, we would expect to look for a suitable setting for that child rather than excluding them.

Mobile phones and smart watches:

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Cubert School discourages pupils bringing mobile phones to school due to potential issues. When a child needs to bring a phone to school, the phone must be handed to the class teacher at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Cubert School accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.

Where a pupil is found by a member of staff to be using a mobile phone in the playground, or inappropriately, the mobile phone will be confiscated from the pupil and handed to a member of the office staff.

The mobile phone will be stored by the school office. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and disciplinary action will be taken according to our managing and supporting positive behaviour policy. If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a senior teacher.

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school. We ask that parents should talk to their children about the appropriate use of text messages as they can often be used to bully pupils.

Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone.

Smart watches are not allowed in school as a matter of safeguarding. Their ability to take videos and photos make them problematic and could also be easily broken, damaged or lost.

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.

Teacher
Well done, you've earned 1 merit! All children start here- a fresh start at the beginning of every session (am/pm).
Praise Others Who are following instructions/behaving appropriately.
Non-verbal Reminder e.g. eye-contact, Makaton sign or other gesture.
Verbal Reminder Reminder of appropriate behaviour/school rules.
Verbal Caution Move name to 'thinking/reflect' Clear verbal caution (privately where possible) with reference to school rules and previous good conduct but exploring the consequence if the behaviours continues.
Repair Move name to Red- repair. Time with adult away from others to reflect and have a restorative conversation to repair. Use the language of WINE (I...wonder, imagine, notice and empathise). Misses 5 minutes of break time and apologises to those involved.
Reflect In a new space. Child moves to partner class for 10 minutes with a reading book to reflect. When calm, child has a restorative conversation with adult (using the language of WINE). Child completes work missed at home (if they refuse, work to be sent home) and apologises to those involved. Parents involved- phone call home from CT. Logged on Arbor. NB- refusal/repeat behaviour 3x- SLT

Teacher Assesses Behaviour

Should the behaviour be Teacher managed or leadership managed?

Teacher managed behaviours	Leadership managed behaviours
Low Level disruption Calling out, not following instructions and distracting behaviour	Physical Aggression Intent Kicking, hitting, pushing with intent to harm. Danger/harm to themselves and others.
Physical contact (reaction) Pushing, shoving, play fighting etc.	Abusive Language Swearing, racist language, homophobic, sexism, non-inclusive or offensive language.
Being disrespectful Answering back, refusal, disruption to learning.	Threat/verbal bullying Verbal threats of aggression against another person.
Inappropriate language Name calling, non-directed swearing	Threat to leave/Leaving school grounds Attempt to or leaving school grounds in school time.
Misuse of property Minor vandalism of property	Vandalism of school property Major vandalism of property
	Leadership Child taken to SLT. Restorative conversation. Child repairs with others involved. Child misses all of next break/15 minutes of lunch time. Parents informed by CT- phone call. Logged on Arbor unless safeguarding concern then logged on My Concern.
	Repeat Behaviour Child taken to SLT Restorative conversation. Time out of class with SLT. Advice from SENCO. Reviewed provision linked to observed behaviour. Parent meeting with CT and SLT. Positive Behaviour Plan implemented, shared and monitored- weekly check ins with parents by the CT. Logged on Arbor unless safeguarding concern then logged on My Concern.
	Repeated Behaviour – 3 times Child taken to HoS. Restorative conversation. SLT determine consequence according to policy.

Positive Behaviour Rewards

Positive messages home	Stickers	Headteacher stickers
Merits/Dojo points	Star of the Week	Headteacher's Award