

RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL
Policy For Positive Behaviour Management P55

Vision Statement

'Richard Taylor Church of England Primary School is a place where all know that they are safe, loved and flourish as children of God.'

'Respect is expected, **Trust** is strong, and **Service** is the keystone.'

Deeply Christian, Serving the Common Good.

'Yorkshire Causeway Schools Multi academy Trust is a place where everyone is valued and respected, where we share a commitment to education that is ambitious, setting the highest expectations and where integrity if the foundation.'

Rationale

"Learning takes place most effectively when teaching creates a climate combining low threat and high expectations, based on positive relationships and clear rules and routines" (YCST Teaching and Learning Principles). '

Our Beliefs About Behaviour

- Behaviour can change, and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour through reward systems and celebration, boosts a sense of self-worth and supports further achievement.
- Responses based on understandings of individual needs and circumstances facilitates regulation, restoration, and development.
- Changing child's environment can impact their behaviour.

Biblical Foundation

'The Foundation of our vision is that we are a school where all know that they are safe and loved as children of God.'

The most important commandment," answered Jesus, "is this: 'Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: 'Love your neighbour as yourself.' Mark Ch 12 vs 29-31

Aims of this Policy

1. To create a culture which expects and supports each community member in the pursuit of exceptionally high standards of behaviour for learning and relationships, and which instils an understanding of individual rights and responsibilities regarding behaviour.
2. To provide the parameters for whole school consistency around growing positive, RTS (respectful, trusting, serving) behaviour and responding to challenging behaviours.
3. To build/sustain a community which values service, friendship, sportsmanship, forgiveness, responsibility, determination, trust, wisdom, and respect.

How we make our Vision a Reality

Our school provides an inclusive, safe environment in which all pupils are welcomed and valued as children of God.

We consistently and patiently apply the EEF recommendations (*'Improving behaviour in schools 2019'*).

1. *We know and understand our children & create personalised approaches to meet the needs of individuals.*
2. *We teach learning behaviours and encourage children to be self-reflective of their own feelings and behaviours.*
3. *We implement consistent classroom management strategies & include simple pastoral strategies in our routines.*

1. Understanding our Children

All interactions with children are underpinned by the intention to build and sustain positive relationships. Embedded systems which inform relationship building include school tracking systems e.g. **'At a Glance Pupil Profiles'**, conversations with previous staff, conversations with parents, external agency involvement, child's voice, and neurodiversity training. Personalised approaches include individual needs/strengths orientated timetables, reward systems, adaptations to learning environments, and the creation of opportunities for positive inclusive experiences.

2. Learning Behaviours

Learning is underpinned by the ability to recognise feelings and regulate behaviour. The **Zones of Regulation** framework is used in all classes to support the development of emotional awareness. In Key stage 1 it is introduced via the Colour Monsters books. This approach invites the teaching and use of tools and strategies for emotional regulation, prosocial skills, self-care, and overall wellness. Coloured zones matched with states of being provide the children with a framework from which they learn to recognise, name, communicate, reflect on, and ultimately regulate their emotions. A range of transitional feelings are understood as normal experiences. *The core values of Respect, Trust and Service are explicitly and implicitly taught with reference to both learning behaviour and social interactions.*

3. Classroom Management & Pastoral Strategies

All classes have a **CELEBRATION AREA** reflecting the **Class Specific** and **Whole School Reward Systems**.

These include: -

- Super Pupil recipients
- Star of the day/week
- Class specific rewards
- Celebratory postcard home
- Class points/dojos etc.
- Values Leaves
- Super Pupils Certificates
- Yellow Jumpers
- Stickers
- End of week extra playtime for class which earned most points for lining up.
- Tea and Cake Certificate for good behaviour and manners.
- Daily Meet and Greet

- Emotional Check In
- Staff Modelling of emotional management.
- Celebration Areas include a visual reminder of school expectations – **Respect, Trust, Service**
- Super Pupil and Yellow Jumper recipients have their achievement further celebrated via **HT blog**.
- Teachers build **Positive Relationships** with all children and offer **Verbal Praise**, encouragement and affirmation routinely.
- Teachers use **Growth Mindset** language and concepts to develop resilience and self-worth.
- Processes as well as outcomes are celebrated in **Sharing Worships**. Children may also visit
- the **Headteacher/member of SLT/Subject Lead**, for specific praise.
- Y6 children are supported through 1-1 mentoring with a staff member.
- The staff Pastoral Team offer a range of skills, strategies and interventions to support individuals according to need.
- **Wellbeing Ambassadors** promote wellbeing and support children across school.

Unacceptable Behaviours

Disrespectful behaviour is unacceptable.

The following list provides examples of disrespectful behaviour. The list is not exhaustive.

- Intentionally hurting another member of the community
- Hurting another member of the community when in a state of anger
- Intentionally damaging school resources or the property of a school member
- Damaging school resources or the property of a school member when in a state of anger
- Persistent defiance or rudeness towards any member of the community
- Persistent taunting or teasing.
- Stealing
- Spitting
- Swearing
- Prejudicial or personally degrading behaviour

Actions following incidents of unacceptable behaviour.

First Responses

- Safety of staff and children – help sought and provided as required.
- Child is taken to an under stimulated environment to re-regulate and reflect, restore, repair.
- When re-regulated adult and child engage in **Restorative Dialogue**. (This may come later)

Follow up Responses.

- Unacceptable behaviour is reported to the Headteacher/member of the SLT.
- Parents are informed.
- Unstructured or free times are restricted allowing opportunity to reflect.
- Staff member present/HT/SLT member engages in **Restorative Dialogue** with the child.
- A conversation takes place between HT/SLT, and staff member involved with the intention of understanding the root cause of the behaviour and employing a range of responses to prevent recurrence.

- If the behaviour is persistent a Behaviour Support Plan is created through consultation with class teacher, Head Teacher/SLT member, SENDCo if appropriate, and parents.
- The incident is recording according to school procedures.

It is important to maintain that all adults can deal with all types of behaviour.

*The above is summarised visually as a **RESTORATION LADDER**.*

The restoration ladder is shared with all staff and applied calmly and consistently across school in response to all instances of unacceptable behaviour.

1. Take action/seek help to ensure **safety**.
2. Remind child of **expectations**
3. Provide **re-regulate** time.
4. Engage in **Restorative Practice**
5. Inform **HT & Parents**
6. Replace Playtime with **Reflection time**.
7. Respond to persistent behaviour by co-constructing and applying a personal **Behaviour Support Plan**

Consequences

1. *A child will be provided with a space outside the classroom to work.*
2. *A child will be sent to another classroom to work*
3. *A child will lose the right to the next playtime or outdoor lunchtime play*
4. *A member of the SLT will be informed if it is considered persistent or worsening behaviour. (The expectation is that a behaviour plan will then be created.)*
5. *Parents will be informed if poor behaviour is becoming a barrier to learning or if an individual episode is of a significant nature.*

Restorative Dialogue

Typical "Restorative Practice" questions to support interactions using neutral, dispassionate language include.

- What happened?
- What were you feeling at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think we should do to put things right?
- What could we do differently next time?

The number of questions used depend on the age of the child. Those in bold should be used with the youngest children. Adults will use their professional judgement, as to whether a conversation with parents / carers via a telephone call may be necessary after this step.

Regulation and Restoration Interactions

Children are supported and guided by staff to resolve conflict or interpersonal problems and to learn from their experiences. This includes recognising their own and others' feelings, resulting subsequent actions and action impact. Language used reflects understanding, acceptance and empathic connection for the feelings experienced. Language also clearly communicates acceptable and unacceptable behaviour expectations. Children's behaviour is underpinned by personal, social, and emotional development and current state of well-being. Contextual factors including present and overarching social, emotional, and physical environment are recognised.

During re-regulating and restorative work staff show awareness, consideration and respect for the child's perspective and emotional experience. Staff proactively support personal, social, and emotional development both within and beyond the immediate situation.

Exclusions/ Suspension

Exclusions will occur following extreme incidents at the discretion of the headteacher.

A fixed-term suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.
- Staff need respite after an extreme incident.

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

As all schools in the Trust, Richard Taylor Church of England Primary School follows the DfE Statutory Guidance in relation to Exclusions.

Training

Staff will have access to training when and where appropriate. Staff can always request advice, support, and training directly from the Head teacher and SENDCo. Training such as Restrictive Physical Intervention (RPI) will be provided through accredited trainers.

RPI will only be used following a comprehensive review and risk assessment process involving staff, parents, and behaviour professionals. Unless staff have been part of this process and there is a plan in place for pupil(s) they should never use RPI as doing so would place them in a vulnerable position.

Links to legislation/policy/documents

Our policy has clear links to child protection, SEN, Anti-Bullying, Equality and Diversity, and Teaching and Learning Policies. We will ensure that an effective anti-bullying policy is in place and is implemented.

Special Educational Needs

In the case of children who have been identified as having special educational needs the school, acting in partnership with the parents where necessary, will create an individual behaviour support plan. The plan will be designed to support improvements in the child's behaviour over a specified period. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged and will be dealt with in accordance with the policy where appropriate. Additional strategies will be used by staff such as: social stories, Now and Next boards, timers, sensory breaks to support children with SEND in feeling safe, calm and included in school life.

Equality & Diversity

Richard Taylor Church of England Primary School welcomes its duties under the Equality Act (2010).

The school has identified Equality Governors who support the Headteacher in creating and implementing goals established in the 'Equality and Accessibility Plan.'

Public Sector Equality Duty (2011)

Richard Taylor Church of England Primary School pays due regard to the need to eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under this Act.

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities, and aspirations to become independent learners, confident individuals, and responsible citizens.

Our curriculum and all its associated plans will consider our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.

Roles and Responsibilities

'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school expectations or who fail to follow a reasonable instruction'.

(Section 90 and 91 of the Education and Inspections Act 2006).

Parents/Carers are responsible for:

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models

Children are responsible for:

- Following the behaviour principles as set out in the '*How we Behave*' document. (see appendix B)
- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Actively listening to others.

All staff are responsible for:

- Taking the time to welcome students at the start of the day and the start of lessons.
- Model positive behaviours and build relationships.
- Plan lessons that motivate and engage all learners.
- Be calm and always take the steps to prevent before issuing sanctions.
- Follow up, retain ownership, and engage in reflective dialogue with pupils.
- Never ignore unacceptable behaviours.
- Display and use positive reward strategies which reflect learning and relationship behaviour.
- Adapt environment to meet needs.
- Communicate with parents about unacceptable behaviours on the day of occurring in person or via telephone.

Senior Leaders are responsible for:

- Be a visible presence around the school site.
- Take time to welcome learners at the start of the day.
- Celebrate staff and pupils whose effort goes over and above expectations.
- Regularly share good practice.
- Support staff in managing unacceptable behaviours, particularly complex or challenging behaviours.
- Regularly review provision for learners.
- Ensure staff training needs are identified and targeted
- Creating and celebrating inclusive opportunities for all pupils

Key Reference Documents

- When The Adults Change Everything Changes (Paul Dix 2017)
- The Ladder of Intervention: Supporting children and young people with Social, Emotional and Mental health difficulties in schools September 2019 (NYCC)
- The original zones of regulation (Leah Kuypers 2011)
- 'Improving Behaviour in Schools. (Educational Endowment Foundation 2019)
- YCST Principles for Teaching and Learning (YCST 2022)

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To be reviewed annually

Appendix A: 'How we Behave.' One page plan to be displayed in every classroom.

Appendix B 'Behaviour Support Plan'