



Policy: **Positive Behaviour and Relationships Policy**

Date Reviewed by Staff:	15/04/2021
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Date Reviewed by Education Committee:	22/04/2021
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Next Review Date: (3 years unless otherwise advised)	March 2023
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“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”

The Gottman Institute

Our Values and Vision

At Barrington Primary School we uphold and nurture our children by encouraging the values of co-operation, caring, consideration and courtesy. We will develop children’s self-esteem and sense of worth by creating an environment in which they feel positive about themselves.

Our school vision is deeply rooted in a strong Christian tradition, and is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

We will create a safe, healthy and happy school community in which children and adults are cherished and valued.

Respect for all

At Barrington C of E Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Barrington in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.

Rationale:

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

“Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ”.

Duckworth and Seligman

School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress”.

British Educational Research Journal 2013

Aims:

We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Children will gain a sense of pride through social learning and positive experiences as part of the ethos of our school. Who are 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. This is also the backdrop to our positive behaviour policy

Trauma Informed Approach

A trauma informed approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school also has access to a comprehensive and flexible reporting tool for tracking change over time, for both individuals and groups of pupils.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

At Barrington, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils. At Barrington, all staff working with our children receive training in behaviour support. This training is called “Cambridgeshire Steps” and is adapted from the original work by Angela Wadham of Norfolk Steps. The term “Steps” is drawn from the Norfolk County Council statement on inclusion: “The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.” This statement reflects the philosophy, policy and practice at our school.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

An important aim of Cambridgeshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required. Staff are trained in level one ‘Steps’ training and new staff joining the school will receive this training as soon as it is available to them.

We have a member of staff who is an accredited Cambridgeshire Steps tutor and who delivered the initial training to our staff. Annual refresher training is provided for all staff.

Rationale

At Barrington it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education.

Within our school community, we aim:

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To uphold our school values as a rights respecting school.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To develop pride in the school, in work, in effort as well as achievement.

Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour. Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.
- The school adopts a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

Right and Responsibilities

At Barrington our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses.

The school's core values that specifically relate to the support and management of behaviour are:

- Respecting the dignity of each person; their individuality, their feelings and their role in the school.
- Showing respect for each person, and empathy for their feelings.
- Building confidence and self-esteem by valuing each person's successes and achievements.
- Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- Communicating effectively, including listening to hear, so that each person feels able to contribute to the school's mission positively and to do the best job they can.

Building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here.

- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti-Bullying week (refer to Anti-Bullying policy).

A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning.

All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

Praise, Reward and Celebration (before a crisis)

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by...

- Praise from adults and peers

- Showing good work to other classes, teachers or Head Teacher.
- Good work and achievements being displayed around the school.
- Nominations for Pride of Barrington and Christian Values Awards
- Rewarding of Dojo house points. Dojo house points are collected from each class and celebrated during the Headteacher's Friday assembly.
- Dojo house points can be used by the children to vote for class and whole school celebrations.
- Once a child has been given a Dojo point it is not taken away

A Therapeutic Approach

At Barrington we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs. Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. We expect our children to receive visible consistency and kindness from all the staff in school.

To enable change, we need to understand the child's behaviour not just suppress the behaviour. The Cambridgeshire Steps 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

Consequences and Sanctions

At Barrington adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

When a child is not demonstrating positive behaviour, staff will,

1. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
2. Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger.
3. Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention)
4. Give a positive reminder of the class rules which need to be adhered to.
5. Give a verbal warning that includes a reminder of consequences. If the behaviour persists a second verbal warning is given.
6. If behaviour persists, child is moved within the classroom, to different table to complete the task.

7. If behaviour persists, child is sent to another class to complete a given task. The teacher will set a time limit for the child to be out of class.

8. If child receives three verbal warnings or is physical with another pupil they will be asked to go and see a member of the SLT for Reflection Time. This will take place at the start of lunchtime (not lesson time) and will be conducted by the head, unless she is unavailable in which case it will be one of the senior teachers. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.

9. If a child's behaviour results in them having Reflection Time, their parents will be informed.

When faced with Challenging Behaviour some behaviours exhibited can be more challenging. We use the Cambridgeshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"
- Limited choice e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing"
- Talk to me here or inside"
- Disempowering the behaviour e.g - "You can listen from there" - "Come and find me when you come back" - Come down in your own time"
- Use of a De-Escalation Script e.g - Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong"

Tell them why you are there – "I am here to help"

Offer help – "Talk to me and I will listen"

Offer a "get-out" (positive phrasing) – "Come with me and....."

Physical intervention

There are situations when physical intervention may be necessary. Staff are trained by Cambridgeshire Steps trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress. Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Reflect, repair and restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

- What happened? (tell the story)
- What were you thinking and feeling at the time?
- What have you thought since?
- How did this make people feel? Who has been affected?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Peer Mediation

Y5 pupils are all trained as peer mediators. Peer mediation is a process by which the children themselves help their peers resolve conflict in a constructive, non-violent way. It involves two trained mediators helping their peers deal with conflict through a series of mediation steps. It can be used for children and young people of all ages

Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

Appendix 1

Memory Aid for staff

When faced with challenging behaviour;

1. Use positive phrasing (walk with me)
2. Give limited choices (Talk to me here or inside, sit on the chair or the carpet)
3. Disempower the behaviour (you can listen from there)
4. Use a de-escalation script
5. Acknowledge the child's right to their feelings

The Restorative Conversation

- What happened? (tell the story)
- What were you thinking and feeling at the time?
- What have you thought since?
- Who has been affected? How did this make people feel?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?