



Behaviour Policy

The wellbeing of our school community is at the heart of all that we do and is linked to our Core Values of Belief, Effort and Kindness. These values help us to better understand and improve the wellbeing of our school community with this policy, and all others, being consistent in promoting those values.

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due [Date]
by:

Rationale

Our aim is to establish the highest standards of behaviour possible in a calm and encouraging environment in which positive behaviours and attitudes for successful learning and mutual respect take place. This is an important part of primary education which builds upon the learning in Foundation Phase and will allow our children to become the adult we aspire them to be. As such, we will be better positioned to realise our vision:

Our Christian values and high expectations will equip our school community with the resilience and skills required to be ambitious, enterprising, healthy and ethical members of society.

Our Core Values

We have three simple, memorable core values underpinning our behaviour philosophy and principles:

- **Belief**
- **Effort**
- **Kindness**

These core values are at the forefront of everything that we do and everything that we strive to be.

Aims

Our behaviour management policy and framework is based upon the premise that once children have a clear understanding of our core values and expectations – and the consequences - if they choose to deviate from these - they can make the right choices for themselves. We aim to do this:

- Through an **Emotion Coaching** and **National Nurturing School** approach which allows every child to learn from their experiences and understanding of why certain behaviours may be displayed, in order to make more informed and appropriate decisions about their own behaviours in the future
- To provide children with a clear set of guidelines for positive behavior for learning (The 3 core Beliefs/Rules and The Fantastic 4- linked to the Four Purposes of the Curriculum – currently in progress – we will share immediately they are ready) **Appendix 1**
- To provide positive reinforcement and guidelines for positive behaviours for learning through our Core Values, Emotion Coaching, National Nurturing School approach and promoting a Growth Mind-set
- To encourage Well-being and positive mental health for all stakeholders
- To ensure that all adults within our school understand and promote this policy through their own attitudes and behaviours by setting high standards and expectations for good, positive behaviour for learning and respect for others and their surroundings
- To ensure that **appropriate behaviours are recognised and celebrated** efficiently and effectively at all times
- To also ensure that **inappropriate behaviours** are recognised and dealt with efficiently and effectively at all times
- To work in partnership with parents/carers and the community to promote positive behaviours for learning and respect for others/their surroundings

Guidelines

It is our intention that every child learns from their and others' experiences in order to make more informed and appropriate, responsible choices about their own actions and behaviours. Our focus is always positive recognition and reinforcement. We have the graduated response framework as a necessity: to be used when, following our expectations and appropriate teaching, guidance, reminders and a warning, when a child choosing to act in a way that is contrary to our accepted values and behaviour expectations, will be subject to this graduated response system.

We always use an Emotion Coaching style of discussion and reflection with children that looks at reasons why certain behaviours may be displayed and offer and talk through solutions to these.

It is very rare that children progress through all these stages below. Where appropriate the behaviour is always discussed and children are supported to recognise wrong or poor choices and make positive changes by considering the impact on themselves and others.

	Behaviours	Consequences	Who
1	<p>We expect the following behaviours for learning to include:</p> <ul style="list-style-type: none"> • Listening to adults or peers who are talking • Looking at the speaker/adult when they are talking • Sitting smartly at desks on the carpet or outside when developmentally ready • Following instructions swiftly <p>Any behaviours showing that a child is not ready to learn will see consequences applied.</p>	<ol style="list-style-type: none"> 1. Verbal warning- discretely given and may have a visual reminder 2. If second verbal warning given, last chance to improve behaviours for learning 3. Repeat third time, miss some minutes of playtime/lunchtime to discuss the behaviour with an adult. 4. If during the last part of the school day, time to discuss with neighbouring teacher/TA. This will occur the next day. 5. If such behaviours are repeated three times in a week, Reflection form completed in school, emailed home and returned to school the next day to show that parents acknowledge the behaviours and support school. A text reminder will be sent. 	Class Teacher/TA
2	<ul style="list-style-type: none"> • Not following instructions: e.g. defiance, • refusal to comply, • shouting out in classroom. • Leaving the room without permission. • Unacceptable level of work • Being impolite • Talking or pushing in line • Interrupting • Ignoring the bell. 	<ol style="list-style-type: none"> 1. Immediate loss of some playtime 2. If repeated twice in a week, Reflection form completed in school, emailed home and returned to school the next day to show parents acknowledge the behaviours and support the school. A text reminder will be sent. 3. Meeting arranged with parent to support improvement of behaviours 4. A report card is issued with daily reporting to deputy head teacher for one whole week 	Class Teacher/TA
3	<ul style="list-style-type: none"> • Lack of respect to adults: e.g. extreme impoliteness, • walking off, 'stopping/tutting' 	<ol style="list-style-type: none"> 1. Immediate loss of all playtime plus half of lunchtime 2. If repeated twice in a week, Reflection form completed in school, emailed 	Class Teacher/TA

	<ul style="list-style-type: none"> • , arguing back • Shouting at staff • Damaging someone's property or work • Unkindness in language and actions • Swearing at other children or adults • Obscene gestures 	<p>home and returned to school the next day to show parents acknowledge the behaviours and support the school. A text reminder will be sent.</p> <ol style="list-style-type: none"> 3. Meeting arranged with parent to work to support improvement of behaviours 4. A report card is issued with daily reporting to Head Teacher for one week 	
4	<ul style="list-style-type: none"> • Dis-regulation/unacceptable rudeness/swearing • shoving furniture, • throwing things, • running off, • staying outside/inside. • Inappropriate use of the internet which may cause distress. 	<ol style="list-style-type: none"> 1. Internal exclusion: work given to do in isolation; Reflection form completed in school, emailed home and reply in return email to school by the next day to parents prior to teacher and child have a resolution meeting during assembly/agreed time before home time 2. A report card is issued with daily reporting to opposite class teacher for one week 	SLT
5	<p>Physical violence, vandalism, bullying behaviours.</p> <p>Assault on a member of staff is likely to lead to a fixed term exclusion from our school.</p> <p>Addendum: If any child shows any disregard for social distancing, health & safety measures put in place during Covid 19 pandemic and social operating during this time.</p>	<ol style="list-style-type: none"> 1. Internal exclusion: <ul style="list-style-type: none"> • Reflection form completed to go home to parents prior to work given to do • Parents asked to meet with SLT • Teacher and pupil have a resolution meeting during assembly/agreed time <p>OR</p> <ol style="list-style-type: none"> 2. External exclusion: <ul style="list-style-type: none"> • Parents notified by head/ deputy head • Child given set fixed days away from school with work • Re-integration meeting on return with pupil and parents 	SLT/HT

- Children giving us cause for concern will be discussed at staff meetings in order that all staff are aware of any issue
- Behaviour plans will be drawn up for some pupils
- Tracking grids will be used to record the behaviour and be used as a visual reminder for pupils
- Tracking grids and problem solving reflection forms should be kept by teachers for use in behaviour reviews throughout the school year

In some circumstances, where the school has identified a child to have additional needs, our application of the graduated response approach may need to be adapted and personalised for the child. This will be with the full support of the adults in school, and where necessary, on advice from external professionals working with the school, who have detailed working knowledge of the child. Targets from external sources (behaviour support, Ed Psych, Traveller Service, Alan Roberts (Neuro-developmental), FCC inclusion service etc

If children persist in not following the school values, there will be a joint classroom observation by the teacher and member of SLT and a Report Card issued and if needs be, a Pastoral and Behaviour Support Plan will be drawn up. Parents will be invited to discuss this with their child and class teacher.

Parents/guardians will always be informed about low level behavioural incidents that are becoming more frequent or about one off incidents that require follow up discussions at home. In line with other school policies, parents must be told of positives at this time). In some cases, according to our graduated approach, parents/guardians will be asked to go through one of the Reflection form*(see appendix 1a and 1b) and sign this with their child and return this the next day to school. Parents/guardians will be informed if their child is issued with a Report Form**(see appendix 2). This is in order to help their child focus on making a concerted effort to address and turn around any undesired behaviour choices. The school will expect parental support with this approach. *In the current Covid-19 situation this will be through an email with the relevant form scanned and parents/guardians will be asked to reply to this email acknowledging parents have discussed the incident/report form and behaviours with the child.* This will mean parents will be engaging with their child to show they support the class teacher and school and that they endorse and also want to see the desired behaviours in school at all times.

Positive Safe Handling

Rarely, but in some circumstances, for their safety and for safety of their peers/adults, positive safe handling may be needed (TeamTeach). As a school who use Emotion coaching, de-escalation is our first approach and response. A number of staff are trained to use TeamTeach. These techniques are only used as a last resort after all other de-escalation strategies have been considered. Parents will be fully informed if such techniques need to be implemented and safe handling techniques will be written into a structured risk assessment. If a safe handling situation occurs, it is discussed with the Head Teacher with all staff involved. This is then formally recorded on a safe handling report which parents may wish to see.

We will always positively reassure all children who may be involved after any safe handling incident using the most appropriate person/s within the school at this point in time.

Recognition of positive behaviours for learning

Our school behaviour policy is rooted in research into behaviour models and neuroscience, alongside our belief and understanding of National Nurturing School and Emotion Coaching, has led to our evolved policy. One that builds upon promoting and enabling children's self-regulation and resilience in order for them to be able to increase their own capacity for 'internally regulating' their own behaviours based upon the emotions they are experiencing. This requires all adults in school to make time to get to know children as individuals, teach empathy, be clear and consistent in our expectations and boundaries.

We are much more interested in 'catching' children following our core values of: Belief, Effort and Kindness and these can be turned into 3 basic ways of behaving:

1. Believe in yourself
2. Try hard
3. Be kind

Using Emotion Coaching and Nurturing School methodology we can understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what a healthy child development looks like in terms of behavior and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition the model gives us a lens through which to look at and interpret children's behavior, enabling us to identify the particular developmental needs being signaled by their behavior and to choose appropriate, targeted interventions designed to meet those needs if appropriate.

There are some key ways to be in relationships with a child that contribute positively to the development of a significant relationship and to the development for the child of a healthy sense of self.

Remember to demonstrate these essential tools as part of your general way of being with the child.

- **Attune:** Be alert to how they are feeling: demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, noises: ah, oo, oh, mm, eek etc. Demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or spatial experience of the child's emotional state.
- **Validate:** Be alert to the child's experience: validate their perspective/experience/feeling. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid persuading otherwise and contradicting.
- **Containment:** Be alert to how they are feeling: demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or painful sorrow a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This will make bearable the strongest emotional state. This shared experience builds trust for the child: in you, in adults and in the world.
- **Be alert to how they are feeling:** demonstrate emotional regulation by soothing and calming their distress. Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it.

Recognising the positives

In the classroom we ensure safety, an optimum working atmosphere and positive working relationships, through consistent application of the school rules and the class charter. Class charters are a set of rules, promises or guidelines that children and teachers have agreed on for the classroom. They have been derived from Health and Wellbeing sessions (where they are routinely reinforced) and are used for all parts of school life. They are created to help children understand that they have certain rights in the classroom. These rights are important as they help them to feel safe and happy while they receive their education. They are based around the United Nations Convention on the Rights of the Child.

In our school we always acknowledge positive following of our 3 core values of Belief, Effort and Kindness to any learning effort, attitude, behavior or outcome through:

- Recognition Boards in every classroom. These are to help all children focus on and celebrate the individual and class effort in the desired behaviours and attitudes we need to see to enable and facilitate effective and enjoyable learning experiences for all. The recognition boards will feature:
 1. Our Core Values
 2. The school core purpose
 3. The School Mission
 4. The values as guidelines/rules
 5. Dojo information
 6. Whole class rewards for working on a class as a team 'drive'
 7. Examples of the 6 behaviours we do not have in our school (distracting others from best learning, unkind or rude words to others, hurting others or play fighting, ignoring instructions on purpose, damaging things inside or outside the classroom and bullying)
- Our staff make the time to verbally praise pupils in relation to school rules and values
- Our Teachers make the time to send positive notes/emails/postcards home to let you know when your child has been noticed for effort toward demonstrating our core values alongside the desired and expected positive behaviours.
- Certificates for above and beyond effort in our Special Mentions Assemblies
- Visits to HT to show good work or attitude to learning
- Star of the Day Award, identified by children and linked to learning
- Visits to a member of SLT to show good work or attitude to learning
- Hot Chocolate with the Head or other teacher on Fridays for persistently and consistently demonstrating our Core Values in learning experiences/challenges
- Other rewards as decided by the class teacher

Rewards must be applied fairly and consistently by teachers/adults across the school at all times and be used to create a positive attitude.

Positive Playground Behaviour

All children are encouraged to adhere to our core values at all times when using the playground in their break times. The core values are on display throughout the school for children to see and adults to use in reflective conversations.

All lunchtime supervisory staff are (will be) trained in the Emotion Coaching and National Nurturing Schools to enable them to support children calmly, kindly, confidently and always in the respectful manner we value. They will deal with situations with care, consistency and firmness as appropriate. They, too, will look for and notice good behaviours which can be recognised in our school practices. The staff at lunchtimes will follow our graduated response and will be supported by the teaching staff as appropriate. If a child chooses to not respond positively to any verbal prompts and reminders by lunchtime staff, the child will be asked to sit/walk with the member of staff for a reflection and restorative conversation for up to 5 minutes. They will help them then to return to their chosen play activity.

Occasionally, especially if more than one child is involved, children may need time to themselves to reflect and think about the choices they are making and the impact this has on themselves and others and be asked to have time out of the playground to do this.

If an incident is considered serious e.g. bullying, swearing, physical and aggressive, unsafe behaviour or deliberately hurting another child, the member of staff will then report the incident to the teacher or SLT/Head, if they consider it to be severe enough to. This is likely to be behaviours indicated at Level 3, 4 or 5. The Anti-Bullying Policy may be applied. Parents will be informed by the class teacher or a Senior Leader.

All known and identified misbehaviours will be addressed in school. This will always be through discussion with staff, to understand why their behaviour was inappropriate and develop an understanding of what events may have brought it on. This will be age appropriate and will reinforce the child's responsibility to make appropriate choices, take responsibility and show respect for the consequences of their actions.

Conclusion

We believe our children flourish because we focus on exciting a desire to learn from every experience and we know that life-long achievement is a balance between emotional, social and academic success.

The children at St Ethelwold's VA School are at the very heart of everything we do and our pedagogical approach is rooted in our passionately held values which underpin our work with them every day.

Appendices

- 1- The 3 core Beliefs/Rules and The Fantastic 4- linked to the Four Purposes of the Curriculum
- 2- Reflection Form
- 3- Reflection Form
- 4- Report
- 5- 'Pupil Speak' of Behaviour Framework
- 6- 'Pupil Speak' of graduated response for behavior expectations

Problem Solving

What happened?

Work through the questions and see which way is best. Remember next time you have a problem to choose the better way.

What did you do?

What could you have done instead?

What was the consequence?

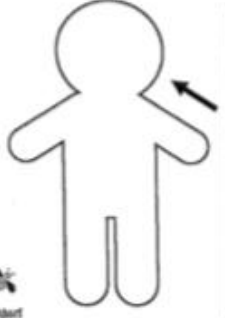
?

How did it make you feel?



?

How would you feel then?



What would the consequence be now?

Date _____

Look at our Core Values.
Circle the ones you have not followed:

We Value:

- > **Belief**
















- > **Effort**

- > **Kindness**

Name	Date
Incident Reflection	
<p>Write down as accurately as you can, what happened, your involvement and who else was involved (use their initials)?</p> <p>You could also do a cartoon drawing with speech bubbles to show what happened.</p>	<p>Look at our Core Values. Circle the ones you have not followed:</p> <p>We Value:</p> <ul style="list-style-type: none">➤ Belief ➤ Effort ➤ Kindness

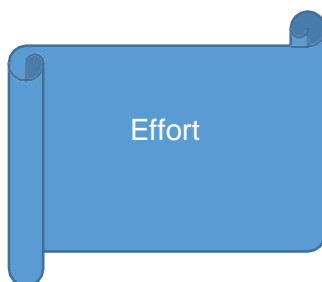
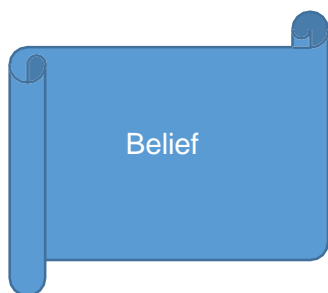
Which Core Value have I not observed?							
The impact of my actions? Think who has been affected besides yourself with the behaviours and attitudes shown.							
What will I do differently from now on?							
Child's Signature		Parents Signature		Teacher/SLT Signature		Date	

Name:	Date:
Focus:	

Monday			
Comments to Mr Oliver/Mrs Blackburn			
Tuesday			
Comments to Mr Oliver/Mrs Blackburn			
Wednesday			
Comments to Mr Oliver/Mrs Blackburn			
Thursday			
Comments to Mr Oliver/Mrs Blackburn			
Friday			
Comments to Mr Oliver/Mrs Blackburn			

Behaviour for Learning

At St Ethelwold's VA School, we have **core values** which we follow so that everyone can be happy and safe and learn together positively and successfully in order for us to be the best we can possibly be!

Our Core Values

When we show these values in our behaviours and actions, we are happy and safe at school and can get on with our learning in our classrooms successfully.

When we make good choices, follow our core values and show the above linked qualities, this gets us noticed and we may see this:



Praise through kind words and a smile



Certificates in Special Mentions Assembly



A visit to a chosen Teacher



A Visit to Mr Oliver



Chosen to go on the Recognition Board



Class Dojos



Hot Chocolate with Mr Oliver or another teacher on a Friday







Teacher speaks to your grown up at the end of the school day



Teacher emails a note of praise or recognition home to your grown up

As human beings, we have feelings and situations which may mean our feelings and emotions can get the better of us and we may want to choose to do or say something which is not respectful or a responsible choice! When we are feeling calm and happy, we would know not to say such things or do such things!

Look at the Zones of Feelings we can experience using the characters from Inside Out as personifications of the range of feelings we can have:

Zones of Feelings			
Green Zone	Yellow Zone	Blue Zone	Red Zone
			
Calm Peaceful Relaxed Ready to learn	Happy Excited Positive Confident Energetic	Sad Lonely Upset Anxious Fearful Worried	Mad Angry Jealous Terrified Out of Control






It is important to make good choices with our behaviour to ourselves and others but we also know it is important to 'feel' your feelings and at school, the adults have lots of ways to help you with your feelings:

- Talk to an adult in the school if you are not feeling yourself or if someone is making you feel in the blue or red zone. They will help you think of ways to get back to the green zone!
- Take some calm time to think and reflect – find a bench or an area away from the situation or people who are making you 'fizz'
- Remove yourself from a situation that is making you go towards the blue or red zone
- Use the box in your classroom to let us know how you feel.
- Use an Ipad reflection form to let us know how you feel.

Supportive steps up to sanctions













In school, the adults in the classroom or at playtimes will support you in showing positive behaviours and attitudes for learning. These are our basic expectations of behaviour we **do not** have in our school:

- ❖ Distracting others or yourself from doing your best effort and learning
- ❖ Using unkind or rude words towards others
- ❖ Hurting others or rough/play fighting
- ❖ Ignoring instructions on purpose
- ❖ Damaging things inside or outside of the classroom
- ❖ Bullying behaviours of any kind

Supportive steps up to sanctions	
1. My teacher will tell me privately (discretely) if I am making the wrong choice by using words or a picture. I need to think about my behaviour and make a positive change.	
2. If my behaviour hasn't changed my teacher will give me a second chance to change my behaviour.	
3. If my behaviour still hasn't changed, I will miss some or all of my playtime. I may have to write out a Reflection form.	
4. If I keep on not changing my behaviour, knowing I am missing some/all of my playtime, I will need to do my work in a different classroom (in my bubble group). I will have to write out a Reflection form.	
5. Repeating poor behaviour choices may mean I have to see the Head or another Senior Teacher; I may also have to go on a Report card and this is shared with my grown-ups at home.	

If I am repeatedly showing the wrong choices and affecting my own or others' learning opportunities, my grown-ups will be asked to meet the teacher.

There are two Reflection Forms that we use in school, depending on what is appropriate for you to write in when you are asked to think about your behaviour choices. The adults in school will help you to problem solve, talk through behaviour choices and come up with ideas to stop it from happening again using a Reflection Form:

St Ethelwold's VA School Behaviours for Learning Expectations				
1, We expect the following behaviours for learning in our classrooms to include:				
				
Engaged and listening to adults or peers who are talking	Use your quiet voice	Sit smartly at your desk	Follow all instructions swiftly	
If we see...				
				Results in: 1. Verbal warning 2. Last chance if given a second verbal warning 3. Miss up to 5 minutes play or lunchtime 4. Repeated = Reflection form
Engaged listening to adults or peers who are talking	Use your quiet voice	Sit smartly at your desk	Follow all instructions swiftly	
2. We expect that all instructions are followed.				
If we see... 		Results in: 1. Lose playtime 2. Repeated=Reflection form shared with home 3. Further repeated=Report card		
3. We expect RESPECT.				
		Results in: 1. Lose playtime/half of lunchtime play 2. Repeated=Reflection form shared with home 3. Further repeated=Report card		
4. We expect that we always treat everyone kindly: speak kindly, have kind hands, kind actions and show care to our school environment.				
		Results in: 1. Internal exclusion 2. Report card		
5. We expect everyone to be in control of their behaviour and manage feelings positively and show positive treatment to each other and our environment.				
		Results in: 1. Internal exclusion or External exclusion from school for fixed amount of time		