



St Mary's and St Peter's C of E School

Positive Behaviour Policy

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community; pupils, staff and parents, and also in our safeguarding responsibilities.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils and staff. Our Positive Behaviour Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children and staff where they feel valued and are respected.

Through this policy we aim to create a culture of excellent behaviour: for learning, for community, for life by:

- ensuring that all learners are treated fairly, shown respect and to promote good relationships.
- making the school a happy place for everybody.
- being clear in our expectations of behaviour; using sanctions and rewards where children will learn about justice, reconciliation and empathy and to encourage a high degree of self-discipline from all children.
- encouraging children to be responsible, caring and polite at all times and to show consideration and respect for the school environment and its contents.
- Ensuring children develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- fostering an inclusive community, valuing individual talents and differences.

Purpose of the policy

To provide simple, practical procedure for staff and learners that:

- Reinforce expected behaviours
- Promote self- esteem and self-discipline
- Teach appropriate and expected behaviour through positive and restorative interventions
- Provides guidance on fair and justified sanctions

Our school has three simple rules: At SMSP we are 'Ready, Respectful and Safe', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations.

These rules are explicitly taught and modelled by all members of our school community.

Pupils are expected to follow the three school rules:



Ready, Respectful, Safe.

- Conduct themselves in a respectful and safe way.
- Be respectful, kind and polite to all pupils and staff.
- Respect the opinions and beliefs of others.
- Respect the school environment.
- Do their best.

Expected Behaviour around School

When moving around the school, pupils are expected to:

- Walk safely in the buildings;
- Keep to the left of corridors and up staircases;
- Be quiet and calm;
- Hold doors open for others and to be courteous.

Expected Behaviour at Break time

Children are expected to maintain high standards of behaviour at playtimes. They should treat everyone with equal respect.

Any unexpected behaviour should be dealt with in the first instance by the adult on duty and, if necessary, passed on to the class teacher or member of MLT or SLT to be managed together.

Expected Behaviour at Lunch time

Lunchtimes are recognised as an important social occasion at school. Pupils are expected to:

- Line up in the playground and walk calmly and quietly into the dining hall when called by the adult on duty.
- Eat in a timely, sensible manner.
- Develop good table manners and clear away afterwards, having regard for others around them.

A member of the SLT is on duty every lunchtime to promote good behaviour. All adults on duty are expected to recognise and praise positive behaviour.

Expected Behaviour in Assembly

We expect high standards of behaviour in Assemblies. Pupils are expected to:

- Arrive at assembly smartly dressed and in a calm and silent manner in order to maintain a respectful and reflective atmosphere.
- Be attentive, respectful and participate in an appropriate manner.

If necessary, teachers may ask children to move to the end of the line where they can be supervised more closely.

Unexpected behaviour will be discussed with the teacher or a member of MLT/SLT after the assembly.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils (see appendix 1).

All Adults:

- Calm, consistent and fair
- Give first attention to best conduct
- Never ignore unexpected behaviour

All Teaching Staff:

- Refer to 'Ready, Respectful, Safe' consistently.
- Meet and greet at the door.
- Create Class Contract at start of year, agreed by all and displayed.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps.
- Use Zones of Regulation strategies to support.
- Prevent before sanction.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Use scripted conversations to promote expected behaviours.

Middle and Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, model and show a unified consistency to the pupils.

Year Group Leaders and Phase Leaders:

- Be a visible presence in school to model and encourage expected behaviour
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and pupils whose efforts go 'above and beyond' expectations.
- Encourage use of Positive Postcards and Positive Phone Calls.

Senior Leaders:

- Meet and greet at the beginning and end of the day
- Be a visible presence in school
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations

- Support Middle Leaders in managing pupils with more complex or entrenched unexpected behaviours.
- Regularly review provision for pupils who fall beyond the range of written policies.

Recognition and Rewards for Effort

We recognise and reward pupils who show expected behaviour and those who go 'over and above' the expected. Although there are tiered awards, we understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those pupils who may be hardest to reach.

Expected behaviour is promoted and recognised through the use of rewards.

These will include:

- verbal praise
- house points;
- stickers;
- class-specific reward systems;
- special privileges or responsibilities;
- verbal sharing of achievements with others (including parents).
- class recognition board

To celebrate 'over and above' expected behaviour:

- class recognition board
- whole school recognition board
- positive postcard home
- positive phone call

Calls and postcards are recorded on CPOMS.

Addressing unexpected behaviour

At times we recognise that some pupils find it difficult to respond to praise and positive behaviour strategies. In these instances, a procedure will follow but in all circumstances pupils will have the opportunity to reflect on their behaviour and make better choices.

Zones of Regulation are always referred to and used to support pupils in managing their emotional regulation in the first instance (see appendix 2).

In all cases the unexpected behaviour should be rejected, not the child.

A pupil should always feel that they can have a fresh start and that they are a valued member of the school community.

The school uses a stepped approach:

- Giving a verbal prompt – The Reminder, The Caution, The Time Out.
- ‘Reflection Time’ in partner room
- Spending part of break or lunchtime with the Teacher for Restorative conversation
- Spending break or lunchtimes with the Teacher and MLT/SLT for Restorative conversation
- Placing the child on an action plan for monitoring and support with support from parents
- Support from external agencies
- Agreed reduced timetable and Behaviour Plan in place
- In extreme cases, temporary or permanent Exclusion.

Teachers will use their judgement in a fair and consistent manner when dealing with unexpected behaviour.

In all cases children’s behaviour is dealt with fairly, respectfully and without humiliation. A restorative conversation will always take place at an appropriate time.

The Stepped Approach in class

The Reminder

A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing.

The Caution

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the need to think carefully about their next step. The pupil has a choice to do the right thing. Pupil will be reminded of their good previous good conduct to prove that they can make good choices. Pupil will be reminded of regulation strategies as per Zones of Regulation.

Scripted approaches at this stage are encouraged:

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the pupil; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

The Time-Out

- The pupil is asked to speak to the teacher away from others
- Boundaries are reset
- Pupil is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. Pupil will be reminded of regulation strategies as per Zones of Regulation.
- Pupil is given a final opportunity to re-engage with the learning / follow instructions.

Part of this step may involve the pupil to have Time-Out in the agreed classroom if appropriate to regulate and/or reflect.

If a pupil is not responding to the stepped approach the Teacher will deliver the micro-script and the pupil will miss part of break or lunchtime with the teacher to complete missed work and have a restorative conversation.

I've noticed you are still choosing to ...you now need to see me for 5 minutes at break time. Remember when you...? That's the expected behaviour I expect to see, I know you can do it.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

If a pupil spends time in another classroom repeatedly or misses break/lunchtime repeatedly, the teacher will contact the pupil's parent/carer to advise them of this and will invite them to discuss the behaviours.

The class teacher will keep a record of all reported incidents on CPOMS- this may highlight any safeguarding concerns.

The Stepped Approach in the Play ground

If a pupil displays unexpected behaviour on the playground the stepped approach will be employed:

- Reminder
- Caution
- Time-Out
- Scripted Conversation

All alleged bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying information below.

Unsafe Behaviour

If a pupil displays unsafe behaviour (e.g. hitting, kicking, throwing, verbal aggression) that may cause harm to themselves or those around them they will be removed from the situation and a member of SLT called.

If the pupil is not able to leave the room – the class will vacate and a member of SLT called.

Teacher and SLT meet with parents.

Use of reasonable restraint

In the very last instance, members of staff are able to use safer handling techniques to prevent pupils from injuring themselves or others, or damage to property. Any physical restraint will be reported and recorded appropriately. Staff will never be asked to compromise their own safety when dealing with unacceptable/unsafe behaviour.

Restorative Conversation

At all times, teachers and adults will discuss the behaviour with the pupil to ensure they understand why it is unexpected and to prevent any reoccurring behaviour. Restorative practice should always be applied to understand the cause of the behaviours.

Questions to ask:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected?
- How have you been affected?
- What can be done to put things right?
- How can we do things differently in the future?

Safeguarding

Safeguarding is everyone's responsibility and all adults must act upon any concerns they may have about a pupil's behaviour or welfare.

Adults must report any behaviour displayed by a pupil which gives reason to suspect the pupil is suffering from neglect, trauma or is at risk of significant harm. In these instances, the procedures outlined in the Child Protection and Safeguarding Policy will be followed.

SEN and Equal Opportunities

The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. The involvement of the SENCO and external advisors will be sought. This may include EISS, Behaviour Support, Educational Psychologist.

Intervention

All pupils displaying unexpected behaviour have opportunity to be supported by:

- Whole school Zones of Regulation
- Restorative conversations
- Meeting with parents/carers
- Meeting with YGL/SLT
- School mentor time
- Positive Behaviour/De-escalation plans
- ELSA support
- Playtime support

Bullying Information

Bullying can be described as being:

'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property.'

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

Bullying may also include discrimination and racism which can be both direct and indirect and is unacceptable in any form. Our school is opposed to all forms of racism, sexism, homophobia and xenophobia, including those forms that are directed towards religious groups and communities, and against travellers, refugees and asylum-seekers. Pupils will be given planned opportunities to discuss equality issues and reminded of the school policy at regular intervals. Racist incidents will be dealt with appropriately and recorded and reported to the school, and an annual report will be made to the LA.

Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too—that is sometimes why they bully.

Discussions with the victim.

- Ensure the victim has support from both adults and peers

- Communicate to parents where appropriate and work together in rebuilding confidence and self esteem
- Provide strategies for coping and who to talk to
- Meet regularly to ensure problem is resolved

Identify the bully/bullies. This will require patience and understanding. Remember – Listen, assess, act.

- Obtain witnesses if possible. Advise the YGL/DHT/Head Teacher
- Discussions with the bully/bullies. Share with them the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at SMSP.

If they do not own up, investigate further. If it is clear that they are not telling the truth, continue with the investigation. Children usually own up if presented with all the facts.

If they do own up, then follow the procedure outlined below:

- Hold separate discussions with parents of bully and victim
- Restorative justice will be employed.
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim, to ensure no repetition

In order to prevent and identify incidents of bullying and the identities of bullies, staff will carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, assess, act
- Establish Playground Friends or similar as a child's first contact point, if they feel they cannot tell an adult
- Worry boxes in school where children can put written notes if they feel they cannot speak about their problem

Parents can support by:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions, and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively
- By recognising that there is always another side to the story and to find out all the facts before reaching conclusions

- By not dealing directly with other children and parents, but allowing the school to deal with them.
- By speaking directly to the class teacher when an issue arises.

Policy Date: September 2021

Review Date: September 2022

Appendix 1



Appendix 2

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

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