



## 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 Christian vision of 'Life in all its fullness' is at the heart of our school and we believe that all within our community should be able to flourish and achieve their full potential.

This policy, along with all our policies and practices, has been written with our vision of *life in all its fullness* for the children, staff, and wider community in mind, and to support us in realising that vision.

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 rewards and sanctions 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

The purpose of this policy is 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;
- Provide guidance on fair and justified sanctions.

Our school has three simple rules: At SMSP we are '**Ready, Respectful and Safe**'. These were generated through discussions with staff, pupils and parents and they 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, which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils (see appendix 1).

All Adults will:

- Be calm, consistent and fair;
- Give first attention to best conduct;
- Never ignore unexpected behaviour.

All Teaching Staff will:

- Refer to 'Ready, Respectful, Safe' consistently;
- Meet and greet at the door;
- Create a Class Contract at the start of the year, which is 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/emotion coaching 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 unified consistency to the pupils.

Year Group Leaders and Phase Leaders will:

- 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 will:

- 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 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:

- verbal praise;
- class-specific reward systems;
- verbal sharing of achievements with others (including parents);
- Achievers certificate

To celebrate 'over and above' expected behaviour the following are used:

- class recognition board;
- positive note home;
- positive phone call.

### **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).

Emotion Coaching is also used when appropriate (see appendix 3).

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;
- Getting support from external agencies;
- Agreeing a reduced timetable and putting a Behaviour Plan in place;
- In extreme cases, temporary suspension 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. Emotion coaching may be used to support a pupil to use a regulation strategy if appropriate, prior to using a consequence.

Scripted approaches at this stage are encouraged

- Gentle approach, personal, non-threatening, side on, eye level or lower;
- State the behaviour that was observed and which rule/expectation/routine it contravenes;
- Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour;
- 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;
- The 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;
- The 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 may 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. Consequences for unexpected behaviour are not public and can be individual to each pupil.

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 or 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.

### **SEND 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 and Educational Psychologist.

### **Intervention**

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

- Whole school Zones of Regulation;
- Whole school PATHS;
- Restorative conversations;
- Meeting with parents/carers;
- Meeting with YGL/SLT;
- School mentor time;
- Positive Behaviour/De-escalation plans;
- Playtime support;
- Use of emotion coaching.

## **Bullying**

Bullying is described by The Anti-Bullying Alliance as:

*'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'*

The Anti-Bullying Alliance has a section on their Parent Information Tool to help parents understand bullying and what it is. You can find the tool here: [Advice for parents and carers \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

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.

The experience of conflict or disagreement between friends or peers can be upsetting for those involved but this is not bullying. However, unresolved disagreements and the failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other. It is in such circumstances that a pattern of bullying behaviour can emerge if conflict is not dealt with at an early stage.

Children will often experience fall-outs, disputes and conflicts. It is important to recognize the difference between these and incidents of deliberate, purposeful and continued unkindness, which constitute bullying. Staff will work with pupils who have experienced fall-outs in order to facilitate the restoration of the friendships and relationships involved. In the first incidence, the class teacher will set aside time to talk to the children suffering a dispute or fall-out and will feedback subsequent actions to the parents concerned.



Through our PHSE sessions, children are educated to recognise the difference between unfriendly actions and prolonged anti-social behaviour which equates to bullying. It is important that we are able to identify bullying behaviour and separate it from unkind behaviour. Both of which we do not tolerate at SMSP, but would be dealt with in different ways. All of our staff members are alert to the signs of bullying and act promptly.

Our staff are trained to recognise signs of bullying; these could include:

- Physical (hitting, kicking, theft)
- Verbal/emotional (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Inappropriate use of social media

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

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

### **Preventing, Identifying and Responding to Bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches; through class-based activities, displays, assemblies.
- Regularly update and evaluate our approaches, to take into account the developments of technology, and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Use appropriate sanctions and actions to safeguard individuals from exposure to bullying.
- Provide opportunities for those responsible for bullying to consider actions and relationships to change behaviours.
- Work with other agencies and the wider school community to prevent and tackle concerns.

## **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 and 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 it is clear that the truth is not being shared, continue with the investigation.

Children usually own their actions if presented with all the facts.

If they do, 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 Buddies 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:**

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children;
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Parents' Evenings, parents' functions, and by developing informal contacts with the school;
- Knowing that learning and teaching cannot take place without sound discipline;
- Remembering that staff deal with behaviour problems patiently and positively;
- Recognising that there is always another side to the story and to find out all the facts before reaching conclusions;
- Not dealing directly with other children and parents, but allowing the school to deal with them;
- Speaking directly to the class teacher when an issue arises.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### ***From September 2022, SMSP will be implementing PATHS***

*PATHS is an evidence-based programme, fully resourced and designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills.*

*PATHS promotes positive mental health and emotional well-being in schools and is delivered through support from Barnardo's in primary schools across the UK.*

*PATHS links well with our PSHE curriculum and Zones of Regulation.*

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as and when required.

Behaviour management also forms part of continuing professional development.

A staff training log is kept.

### **Monitoring arrangements**

Regular monitoring of the behaviour log (on CPOMs) will be conducted by SLT.

This behaviour policy will be reviewed by the Head teacher and Curriculum and Standards Committee annually.

The written statement of behaviour principles (appendix 3) will be reviewed and approved by the Curriculum and Standards Committee annually.

### **Safeguarding**

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.

### **Links with other policies**

This behaviour policy is linked to the following policies:

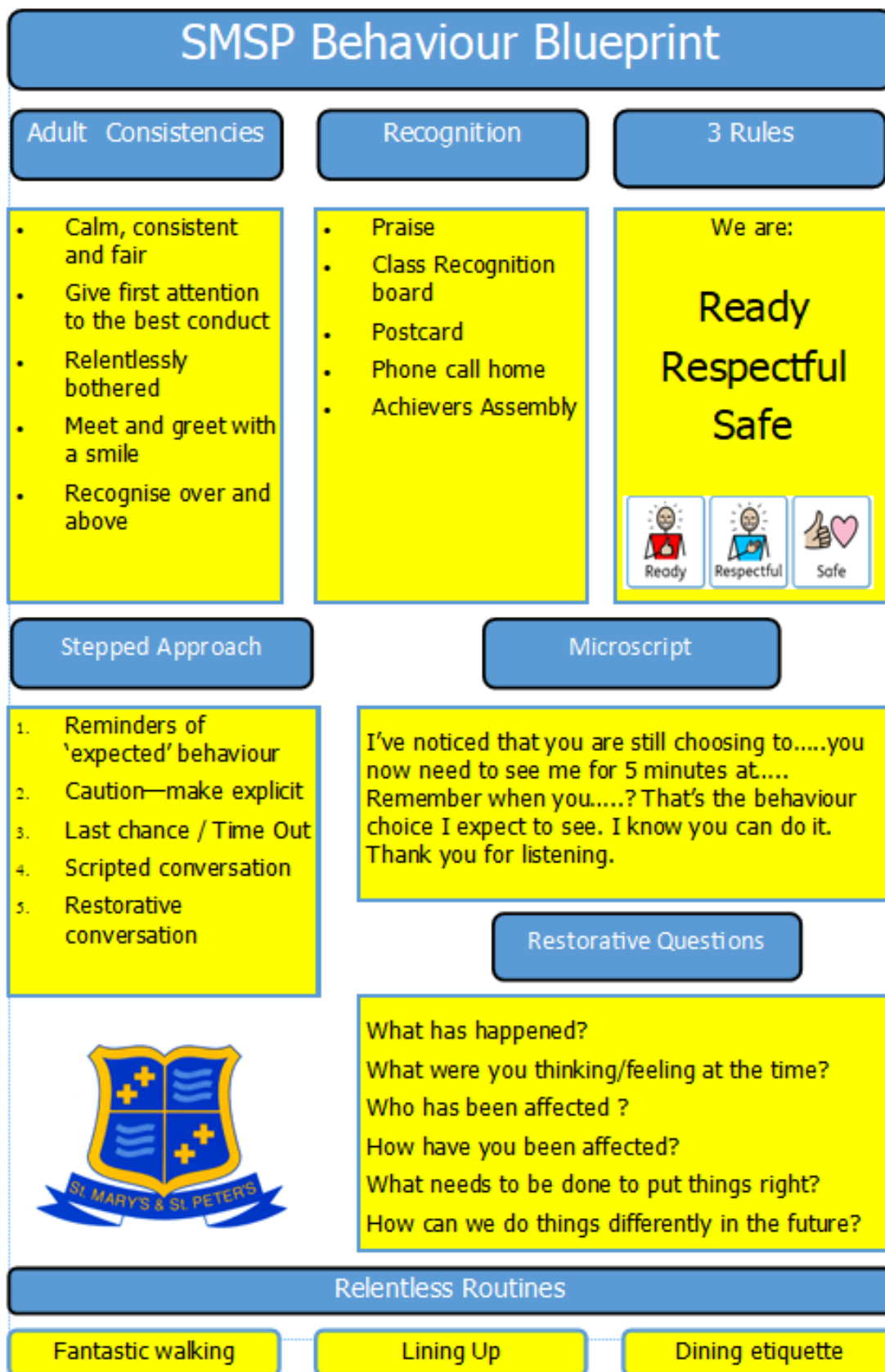
- Local Authority Suspensions and Exclusions policy
- Safeguarding and Child protection policy
- Equality Policy
- SEND Policy

**Policy Date: September 2023**

**Review Date: September 2024**

### **Appendices:**





Appendix 1 – Behaviour Blueprint  
Appendix 2 – Zones of Regulation  
Appendix 3 – Emotion Coaching  
Appendix 4 - Written statement of behaviour principles  
Appendix 5 - Legislation and statutory requirements



## Appendix 2

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

# The ZONES of Regulation®

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

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## The 4 steps to Emotion Coaching

### 1. NOTICE AND EMPATHISE (Be curious rather than furious)

Notice any reactions and judgments the child's behaviour causes in you.

Imagine a similar situation for an adult.

## 2. LABEL AND VALIDATE (Name it to Tame it)

Label the feeling the child is experiencing in this moment.

"I can see that you're angry.

I would feel angry, too, if that happened to me..."

### 3. SET LIMITS (if needed)

Emotion Coaching accepts the emotion, but not unacceptable behaviour.

"I understand you're feeling sad, remember, hitting your friend is not okay."

#### 4. PROBLEM SOLVING

When the child is calm, find solutions with the child.

When possible, follow their lead in picking a solution.

### STEP 1: NOTICE AND EMPATHISE

Be aware of the different emotions a child may feel. Observe, listen, and learn how the child expresses different emotions. Watch for facial expressions, body language, posture, gestures, tone of voice, and speed of speech.

*"Be curious rather than furious."*

Look beneath the behaviour:

The child's behaviour tells you they are struggling with how they're feeling and need your support.

Accepting the emotion will help you to de-escalate the behaviour.



## BE A 'STAR' FOR THE CHILD



**STOP** - Don't react straight away. Notice how you are feeling.

**THINK** - What feeling might lie beneath the child's behaviour?

**ATTUNE** yourself with the feeling by putting yourself in the child's shoes.

**REFLECT** - What would be an equivalent situation for you, as an adult, to feel that way?

## STEP 2: LABEL AND VALIDATE

Sometimes a child can't tell you what they're feeling, so you can help them to do this. By putting a child's feelings into words, you are comforting them and showing you care and understand.

Be aware of your body language and tone, and use phrases like:

"It must have made you mad when

he took your toy..."

"You look sad. I wonder if you wish

it was your birthday party..."



## STEP 3: SET LIMITS (IF NEEDED)

Provided the child is safe and no one is at risk of harm, limit setting is an opportunity to teach the child about acceptable behaviour.

Focus on the boundaries and behaviour the child needs to understand and practice.

Perhaps a kind reminder is all that is needed from you: "We agreed that you need to finish your work before leaving the classroom..."

Kind reminders acknowledge that none of us learn things straight away. Managing emotions is no different than any other skill - it takes time and lots of practice.

## STEP 4: PROBLEM-SOLVE

Reinforce the idea that the child has the capacity to develop skills to cope with strong emotions.

"How were you feeling when that happened?"

"Let's think about what you could have done instead."

"You could...or..., which one sounds good to you?"

"What will help to remember this?"





## Appendix 4

### **Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- Exclusions will only be used as a last resort, and the processes involved is in accordance with the Local Authority suspensions and exclusions policy.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum and Standards Committee annually.

## Appendix 5

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#).