Managing and supporting positive behaviour policy.

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Learning Together

PENRYN PRIMARY ACADEMY

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Managing and supporting positive behaviour policy.

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Aims and Ethos

Rationale

The school's Managing and Changing Behaviour policy aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect. This policy is designed to promote and **explicitly teach good behaviour,** rather than merely deter anti-social behaviour.

At Penryn, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home.

The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

At Penryn Primary Academy, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

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Penryn Primary Academy– Managing and supporting positive behaviour policy.

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

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

(Duckworth and Seligman, 2005)

Aims and Objectives

We aim to ensure that discipline* teaches, supports and reinforces the skills and behaviours a pupil needs to succeed in learning. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being 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.

We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our school are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other. We acknowledge that our example has an important influence on the children.

Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?'

Trauma Informed Schools UK

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive. supportive relationships at its heart.

Whole School Approach

We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no

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one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our Academy environments never unwittingly re-traumatise any of our community members and act to maximise protective factors through the conscious use of our relationships.

Key Relational Skills

We know there are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key relational skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland1 2003/2006/2007; Kohut2 1984; Stern3 1998).

**Discipline, derived from the Latin word, disciplina, which means instruction, and derives from the root 'discere' which means to learn.*

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- **Affect Attunement**: the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child
- **Empathy- Validation and Mental State Talk**: the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour – 'you are not my boss' – 'it must feel like everyone is always telling you what to do and you never get a say, no one listens to what you want' It is not – distracting, judging, discounting, minimising or placating
- **Containment**: Structure, order and predictability

Consistency
Boundaries applied in a supportive, matter of fact, non-punitive way
Emotional containment of feelings too big for the child
Regulated and steady adult, in charge of their own feelings and emotions

- **Calming and Soothing**: The adult will support the child to regulate themselves.

At a point when the pupil is fully regulated there will be some reflection and analysis of the behaviour.

1. Making the child aware of the physiological clues of what is happening within their body and in their actions. Say what you see, labelling the emotion that you see.

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2. Shine the light on the behaviour that was inappropriate. E.g. 'It's okay to feel cross, but it's not okay to…'
3. Refocusing the behaviour. What can **we** do next time to support you to behave differently?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

It is important that **any consequences are developmentally appropriate** and are designed to **support children to learn** about both their physiological response to challenge and difficulty and how better to manage this in the future. Consequences should not be punitive, shaming or detrimental to the child's view of themselves.

Golden Rules * TO BE DISCUSSED*

Our Golden Rules should be regularly discussed and encouraged. They are:

1) ***Care for everyone and everything***
2) ***Show good manners at all times***
3) ***Follow instructions with thought and care***

These rules will be clearly displayed in each classroom and around the school.

Our agreements are expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring in an age appropriate way what the expectations mean through a variety of ways e.g. stories, Circle Time, drama, photographs, dance, art, PSHE, Thrive activities, including whole class Thrive activities etc.

Adults recognise their changing role from assertive to supportive care, developing pupil's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and acceptance.

What we do

In order to achieve the above we will:

- Explicitly teach the golden rules and why they are important *(communication)*
- Provide opportunities for children to be active participants in their own learning and development *(behaviour for learning*)
- Clearly state the boundaries of acceptable behaviour *(rules)*

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- Respond promptly, developmentally appropriately and consistently to children who test these boundaries *(expectations)*
- Promote good behaviour in a positive way *(rewards)*
- Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging *(inclusion)*
- Work with parents where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships *(partnership)*
- Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective action *(self-evaluation and school improvement)*

Our positive approaches to behaviour involve us 'noticing' and rewarding good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement.
Thrive, SEAL, R Time and the programmes of study in PSHE all provide examples of skills and vocabulary for adults to use to encourage learning in this way.

Special celebrations, Roles and Responsibilities:

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, lunch time encourages positive interactions and aspirations.

Assemblies and all class based lessons provide high quality opportunities for praise linked to deeper learning.
Assemblies involve an element of positive praise and celebration, with each teacher giving explicit praise, along with celebrations such as Star Award, Effort Cup, Governor's Cup, Growth Mindset award, Fair Play cup and the Arts Cup, to pupils with a specific focus e.g. showing perseverance.

We recognise the importance of positive comments, respectful interactions and role role modelling for the children. The school expects all adults - staff, parents and Governors - to employ this in our relationships with each other, as well as with our pupils.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

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Rewards

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. The chart below gives an indication of the frequency and type of rewards.

Rewards are never to be taken away once earnt.

Frequency	Behaviour	Implications
Daily (any time)	Keeping to the Golden Rules Any praiseworthy behaviour	**General** Praise Stickers Class tubes, where balls are placed in the tube for anyone at the top of the chart, as well as at staff's discretion. House Points, linked to completion of sticker charts Certificates Postcards / Praise phone call home 'Supers' (Super 6, 5, 4, 3, 2 & 1) behaviour contracts)
Weekly Rewards Assembly	Very good behaviour, effort and/or achievement	**General** House Points Update Other Awards (competitions, special events, awards from extra-curricular activities, etc) **Infant** Star of the Week Certificates and Cups Headteacher Certificates **Junior** Growth mindset award, Effort Cups and School Cups
Half-Termly House Assembly	Consistently very good or excellent behaviour, effort and/or achievement	As above, plus 100% Attendance Certificates Superstar assembly Effort and Progress Awards
Annual Prize-Giving Assembly	Exceptional and/or continuous very good behaviour, effort or achievement throughout the year	As above, plus **Infant** Infant Prizes (top pupils and most improved) **Junior** KS2 SATs Prizes (top pupils, most improved, Spirit of the School, etc) Outstanding Achievement Awards (Hall of Fame)

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House System

All of the children and staff from Reception to Year 6 will be organised into four House Teams and will be able to earn House Points as an additional reward for good effort, behaviour, achievement and also participation and success in school competitions & events throughout the year. At KS2 & KS1, the house cup is given to the team with the most house points for the week.

Good Routines

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes:

- The learning environment – tidy, interactive, stimulating and celebratory
- Classroom organisation – so that the basic needs are met and children can find what they need
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the school – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day,
- Assemblies- a time for communal celebration and quiet reflection - children and adults to enter and leave silently

Staff Responsibilities

All Staff

a) Ensure that there are good routines (see above)
b) Ensure that you are consistent, friendly and professional at all times
c) Remain calm
d) Aim to be positive at all times by seeking out and rewarding the good
e) Regularly discuss the Golden Rules and why they are important
f) Explain why certain behaviours are not acceptable using the Thrive approach
g) Be consistent about praise and rewards as well as when supporting positive behaviour
h) Be aware of individual needs

Playtime and Lunchtime Staff

As above, plus

a) Be active and engaged with the children
b) Be aware of the main problem areas (places, times, individual children, etc)
c) Be active in your supervision

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d) Aim to return the children to class in a calm and orderly manner so that they are ready to learn

Classroom Staff

As above, plus

a) Operate the Class Rewards System
b) Support Playtime and Lunchtime Staff

Phase Leaders

As above, plus

a) Monitor the patterns of recorded behaviour for their phase (EYFS, KS1, Lower Juniors, Upper Juniors)
b) Identify the main problem areas (places, times, individual children, etc)
c) Discuss and agree changes in order to reduce the number or range of concerns – keep a record of the impact of any changes
d) Support teachers in your phase when a parent meeting is required

Senior Leadership Team

As for 'All Staff' above, plus

a) Support staff in the implementation of the policy
b) Attend key meetings where required
c) Monitor the effectiveness of the policy through consultation with key stakeholders and rigorous self-evaluation
d) Take prompt and decisive action to deal with areas for development

Restorative approaches

When an incident between children occurs we need to try to:

a) Give the child/ren time to calm down before speaking to them
b) Listen to each child explaining what has happened including any witnesses if possible
c) Ask anyone who has been at fault what should have happened and what they would do differently next time
d) If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Consequences

We want children to be aware that for poor behaviour, there are consequences. For children at thinking and above, this will be in the form of sanctions, white slip. There

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will also be 'natural' consequences of their action, for example using lunchtime or break to complete their work.

Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the white slip will follow. An alternative situation may arise if a child is perceived to have made a deliberate choice to break a Golden Rule.
In both instances, if a Golden Rule has been broken, this will be recorded as a white slip.

White slips are our way of capturing incidents where learning and / or support is required. They are written when our Golden Rules have been broken, recording the date, what happened and who dealt with the issue.
The person issuing the white slip or the class teacher will speak to the parents or carers as soon as possible and this is also recorded on the slip. A letter is written with a copy of the white slip attached and provided for parents and carers, as well as school staff who are involved. In this way the school ensures parents are kept fully informed and communication is clear and consistent.

The severe clause

In our behaviour plan a severe clause is in place so the school and children know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal or external exclusion:

a) Persistent, serious or offensive verbal* or physical abuse of a child
b) Verbal or physical abuse of an adult
c) Dangerous behaviour (likely to result in a serious harm or accident)
d) Deliberate damage to property
e) Open defiance
f) Leaving the school site without permission
g) Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

A decision to exclude a pupil should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All of the above are sanctioned by Heads of School or Director.

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Inclusion

It is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at Penryn Primary we would expect to look for a suitable setting for that child rather than excluding them.

Review

This policy is to be reviewed every two years by staff, governors, parents and pupils.

Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.

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